

THE NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF RESEARCH TO THE
BUILDING, EQUIPMENT AND ADMINISTRATION OF SCHOOLS

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Looking Forward

THERE were 200,000 legally qualified teachers without positions in December, 1933, according to the federal Office of Education. These facts can no longer be glossed over by glib statements that "there is no oversupply of *adequately* trained teachers." Regardless of institutional or professional attitude, this serious oversupply of *legally qualified* teachers is at once significant and dangerous. It is a matter that calls for definite consideration and well planned action.

Under conditions of free competition teaching positions will tend to go to the marginal teachers or the lower quarter in training, who will compete for them most vigorously on the lower salary levels. Tenure laws in certain states and the tradition of tenure in our cities tend to limit free competition to some extent, but in villages and rural areas, where the thirty-day tradition of service prevails, the actual effect may now be observed. Jobs are now going at smaller rates to the most poorly trained teachers.

TEACHER oversupply has received considerable attention recently by critics outside of the profession, and we must admit that the depression is not the sole reason for our oversupply of teachers. Even if we established predepression teacher-pupil ratios and brought into our schools the 2,280,000 children between six to fifteen years of age, 102,000 more teachers, or just half of our present oversupply, would be required. An overproduction of 100,000 must still be credited to lack of intelligent planning.

Teacher production in the United States, particularly upon the teacher college level, has been heavily influenced by the traditional democratic concept that anyone who wants to become a teacher should be allowed to do so. In actual practice many curbs, including length of training, quality of work and certification, have modified complete *laissez-faire* but not enough to cause training schools to drop considerable numbers of students for intellectual or cultural inadequacy. Our training institutions have been consciously guilty of "passing the buck" to the field administrator and permitting him to ascertain whether graduates, already equipped with long term or life certificates, were actually qualified to teach. Reaching for numbers resulted in vigorous interinstitutional competition within states.



Teacher training centers set up specific spheres of influence, largely through their control over positions. They have vied vigorously with one another for more territory and more students. Such conditions were created by lack of coordination or integration of the institutions of higher learning within a state, each being allowed to develop at will and regardless of need. The treading of highways and byways for students, an aftermath of the World War teacher shortage, became quickly crystallized as a natural policy. Economic-political factors have continued the maintenance long beyond the period of need of short term training schools.

The farmer's political interest in rural education as a "cash crop," through possible employment of a slightly trained daughter, has never been courageously faced. Our state departments of public instruction, seldom overburdened with accurate

and live information concerning the conditions and needs of the schools, offered little leadership. The last ten years may be considered the era of free competition and *laissez-faire* in our institutions of higher learning. Now we pay the price.

TWO naïve assumptions are held by many in the field of teacher training. The first is that if we go on producing more and better trained teachers they will by some miracle quickly replace the inadequately trained now in service. The second assumption is that we can arbitrarily cut off the lower 25 per cent in service and substitute for them the better trained newcomers. In the first situation, the job will tend to go to the cheapest teacher, which frequently means the most poorly trained. Secondly, it is only folly to imagine the lower 25 per cent can be eliminated from service merely because their qualifications are now considered inadequate. Such a plan will never work in stable times.

Field requirements can be raised only through the gradual upgrading of present teachers and the progressive elimination of those incapable of taking further training. Superintendents could help even at present by carefully selecting only the better qualified teachers for their new positions. In general, little discrimination is being used and university graduates are actually handicapped because of their inability to compete on the lower salary levels.

THE emergency problem in personnel is the existing oversupply, which is a threat regardless of depression. There is only one answer. We must stop quickly the production of teachers so poorly trained that they can be turned out within two years or less after completing the twelfth grade. The immediate problem confronting every state is the rapid elimination of all training institutions with less than four-year programs, and the consolidation and limitation of the others.

What can be done with the present 200,000 unemployed teachers? The answer depends upon how much each state desires adequate educational facilities for its children. One hundred thousand could be absorbed immediately by restoration of an average state teacher-pupil ratio of thirty, and by bringing into actual school attendance the 2,280,000 children legally required to attend under existing compulsory education laws. Even under present conditions, with the possible exception of ten states, there is sufficient finance available, without raising more funds, for this purpose. It merely means reallocation of certain expenditures.

Part of the second hundred thousand could also be absorbed if our city school systems would provide rationally for adult education as a distinct teaching job instead of considering it an overtime activity for day school teachers. Every city school system has goodly numbers of teachers who carry full loads during the day and also work evenings and in summer. Over a period of time under these strains their efficiency is decreased and their intellectual growth stunted. Why should not adult education be regarded as worthy of full-time service? Intelligent reorganization will permit the absorption of part of the surplus. This problem might be solved immediately by the adoption of a code for teachers following NRA precedent.

WHAT of the future? What is the general outlook for teaching? Has public education reached a point of stabilization? Will future activities be more circumscribed and limited than before the depression? Let us examine the tendencies.

The Age of Power will provide for an increasing amount of leisure and a smaller amount of constant employment in terms of man hours. Child labor will be completely eliminated. By 1940 practically all children under eighteen years of age must be cared for in our schools. The continuity of employment with respect to type will probably be no more constant than at present. New inventions and technical changes will maintain the need for progressive economic rehabilitation. Social and economic demands on the public schools will increase greatly within the next few years. There is no indication that these demands will be served in greater proportion by nonpublic agencies.

On the other hand, we face the problem of a total population that is rapidly moving to a point of stabilization. The true death rate exceeded the true birth rate for the first time in our history in 1932.

The total estimated 1940 population, according to Dublin, will be approximately 131,000,000, or nine million under previous estimates. The relationship of age groups within this total will also shift considerably. In 1930, 38.8 per cent were in age groups below twenty. In 1940 this division will include not more than 33.8 per cent. Expressed in numbers of the probable 1940 total there will probably be not more than 44,278,000 persons under twenty years, an actual decrease in totals of 3,358,718 over 1930. Will this decrease affect public education by 1940? I think not.

Implications are now perfectly apparent that there will be an increase in registration through age nineteen or into the later secondary years. The social need for the better enforcement of compul-

sory attendance laws will tend to increase attendance by several million. There is also the possibility of development in the preprimary unit. However, it is doubtful whether much growth will take place here before 1940. In fact, continued emphasis on parental education plus greater leisure might actually have the opposite effect.

Considering only the age groups between five and twenty, I estimate conservatively that the 1940 day school enrollment in public and nonpublic elementary and secondary schools will be slightly in excess of 33,000,000 as opposed to the 1930 membership of 28,388,346. Applying a teacher-pupil ratio of thirty for the country as a whole, the total number of teachers required would be 1,100,000 as opposed to the current public and nonpublic school total of 925,000. The requirements for new jobs between 1934 and 1940 on this basis should be approximately 30,000 a year. Estimating replacements conservatively at 10 per cent annually, the total annual requirement for day school teachers by 1940 will probably be 130,000 per year, as opposed to an estimated demand for 160,000 prior to 1930.

THE tremendous development of adult education in the last two decades is an educational phenomenon.

This growth has taken place under adverse conditions. Fairly high tuition rates, apathetic boards of education, lack of recognition of the importance of adult education by administrators, and complete ignoring of the problem by teacher training institutions might all be considered as deterring and restricting forces. Despite these handicaps the movement grew rapidly until the depression, when its meager allowances were the first to be cut.

In 1940 there will be 59,212,000 persons between the ages of twenty and fifty years. A conservative estimate places the number who will spend further time in school afternoons and evenings for recreation, rehabilitation, advance and constructive use of the new leisure at twenty millions. Who is going to teach them? Who will plan and administer the program?

For the regular day school staff to meet these demands will be impossible. Further, the new adult program will be vastly different from the more formalized teaching of children. It will require different training and different techniques. As a matter of social necessity, a specialized staff must be built to meet these needs.

The future school building, open from seven in the morning until twelve at night, will be officered by duplicate staffs. The general requirements for specific numbers is hard to state. Assuming that

each individual spent an average of two afternoons and evenings in school, the teacher-adult ratio might be approximately 90, and the total personnel demand somewhat more than 200,000.

DECLINE in total population by 1940 will be offset by the new demands created by fundamental principles operating in the Age of Power. The demand for the remodeled and extended physical school plant will probably be much greater than any of us now foresee. The probable total number of teachers to care for the 53,000,000 child and adult pupils in our elementary and secondary schools will be approximately 1,300,000!

THERE is a catch in all of this presentation. These data are generalized. No one knows exactly where the demand will come. No one knows exactly what administrative procedure will be in effect in 1940. New structure and finance must first be provided. Therefore, any attempt to carry on the extravagant competitive and sterile training program of the past two decades will be doomed to miserable failure and will be detrimental to the entire problem. Details must be furnished through careful planning. If the profession does not do it, someone else will.

PROVISION for personnel planning is one of the four major problems confronting us today. Since public education is legally organized by states, a well planned program for teacher production to meet future requirements must also be organized by states. Although no one can foretell what is going to happen ten or twenty years hence, it is possible to be fairly accurate within a five or ten-year period. Since the period of training beyond the twelfth grade required for teaching will quickly move to five years, annual number requirements must be estimated at least that length of time in advance, so that entering classes within any state will be proportionate to probable differentiated demand four or five years later, rather than expressing, as is now the case, the individual competitive efforts of our teachers' college presidents who are working in the dark.

SEVERAL factors are essential to a program of planned teacher production. Because the need for teachers with respect to quality and quantity depends on the require-

ments of the public schools, the first fundamental is to establish in each state a general extralegal central educational planning commission.

This commission should include the educational leaders from all branches of work in our schools, specialists in sociology, economics, political science, geography, biology and psychology, and representative leaders from industry, commerce, agriculture and transportation. Assisted by technical specialists, it should study state needs and make recommendations for the basic structure and methods of financing education. The program developed by the commission and adopted by the state will be the pattern on which future teacher production must be based.

The second need is to establish in each department of public instruction a personnel division in which accurate service records of teachers may be kept and experience tables developed for replacement needs. This will make it possible to provide specific and complete information of number and quality need by types of schools and districts.

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Many of our current difficulties have arisen through the overcrowding of certain fields and the lack of differentiation or certificate specialization. The traditional salary schedule places all emphasis on secondary education. In general, much of the current teacher oversupply is in secondary education. With that field contracted, they surge on the elementary school. Certification by activity and by general field of preparation is one means of solving this difficulty. The life certificate should be abolished.

The power to determine the number and type supply of teachers should be centered in the department of public instruction by placing there complete legal control of all power of certification, including also the power to revoke licenses.

Institutions of higher learning within each state should be definitely coordinated to eliminate senseless competition, extravagant overlapping and the undignified present day scramble for students and for larger capital investments. Teachers' colleges can be reorganized on a four-year basis with the first two years modeled upon present junior college tendencies. They could then serve as regional colleges for the first two years, confining the upper classes to teacher training. With the ego urge for numbers satisfied and staff differentiation made possible by a fairly stable enrollment, better selection of teachers would be possible.

Quality and scope of training teachers can no longer be left completely to individual institutions to determine. The planning of the general types of

training is a matter in which the field as well as the state is directly interested. It is therefore desirable that a second and more restricted continuing advisory group be created in each state on which teachers, principals and superintendents are represented, as well as all of the teacher training institutions. Through general cooperation, teacher training curricula might then be developed functionally.

STANDARDS of personnel selection in like manner cannot be left completely to individual institutions and decided merely on the urge for students. The state department, assisted by the advisory council on teaching personnel, could establish general criteria for admission on a wider base than is now considered.

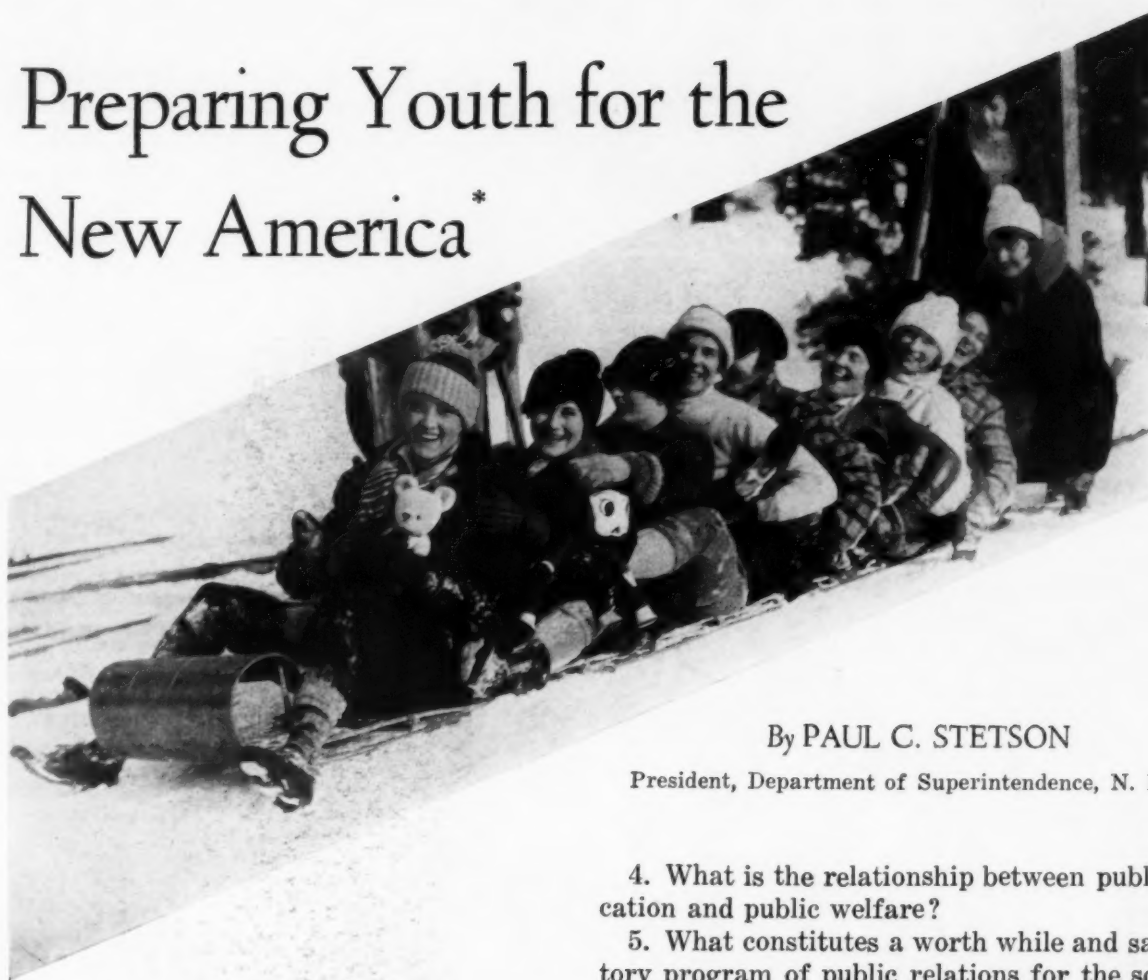
Specific standards for vitality, mentality, social intelligence, emotional stability, ideals and attitudes, general culture and motivation might well be set up to secure better balance than is now possible except by luck. General admission tests may be administered by each institution in terms of these operating standards. Standards of achievement and graduation may be developed and given at all terminal points. The state will set the standards, permitting them to be administered by each institution subject to appraisal and review.

TODAY'S great need in this country is for better teachers. When we consider that 26.2 per cent of the elementary teachers now employed and 8.5 per cent of our secondary school teachers have less than one year of training beyond the twelfth grade or, in totals, that one-third of our teachers have the cultural outlook of the high school graduate, the magnitude of the problem can be visioned.

We have need for more than the docile technician that the teachers' colleges have been furnishing in such great numbers and for the university trained subject specialist whose concept of education as a social process is still extremely hazy despite the influence of schools of education. We need a new teacher, well balanced and fearless, with an understanding of the culture in which she lives and to which she must contribute; a teacher with equipment, vision and preparation in respect to detailed and technical knowledge. The problem of preparing this teacher can be achieved only through the cooperation of all institutions within each state.

The Editor

Preparing Youth for the New America*



By PAUL C. STETSON

President, Department of Superintendence, N. E. A.

THIS meeting of the Department of Superintendence centers around the work of the seven general subject committees. Important problems have been assigned to these committees. It is not assumed that these cover the whole field of education, but from an administrative point of view, they are seven of the most important.

The seven problems assigned to the committees are restated here in the form of questions. The answers to them, formulated prior to and during this meeting, will have, we trust, far-reaching effects. The questions, the answers to which we are searching this week, are as follows:

1. What policies can be adopted in the field of the administration of teacher training to govern the number of teachers prepared and the type of training given?

2. What constitutes a minimum program of education in the public schools that a community reasonably may be expected to maintain?

3. What specific plans should be adopted for an educational program designed to prepare youth for life in the New America?

4. What is the relationship between public education and public welfare?

5. What constitutes a worth while and satisfactory program of public relations for the schools?

6. What major problems in education does a national outlook on education present?

7. What system of financing the work of the public schools should be advocated?

Obviously, I cannot discuss each question—the limitations of time and space do not permit. Therefore, I shall confine myself to the attempt to suggest an answer to Question 3. Unless the correct answer is speedily found the public schools will find themselves on the defensive. Our future demands that we must assume the aggressive.

The New America of which we have heard so much is not new in the sense that it has come upon us without warning. The New Deal with the far-reaching effects of its codes on industry, with its agricultural laws that are designed to bring relief to farmers, and with the power given to the President to control currency are not the cause of this new era. They are but a logical sequence of forces that have gained strength rapidly since the turn of the century. Laws passed by the last congress have brought into sharp focus the fact that the tendency for years has been for the federal government greatly to extend the scope of its activities and its functions.

*Presidential address delivered before the convention of the Department of Superintendence of the N. E. A., Cleveland, February, 1934.

Ample evidence supports this view. The report of former President Hoover's commissions on "Recent Social Trends" shows clearly that not only have the federal and state governments increased the scope of their work, but that local governments have done the same. The chapter on "Government and Society," written by Doctor Merriam of the University of Chicago, concludes with a number of findings that bear out this view.

Among them are three of particular significance. This report lists: "the expansion of the activities and costs of government, particularly the service, welfare, educational, highway, military and regu-

on the objectives of secondary education fifteen or twenty years ago included as one of its seven objectives the worthy use of leisure time. While the codes have brought this problem sharply to the fore by their insistence upon a shortened work day and work week, the tendency for nearly eighty years has been gradually to shorten the hours of labor.

President William Green of the American Federation of Labor wrote: "A shoemaker in Massachusetts in 1855 worked 72 hours a week; by 1895 his hours were 60. By 1928, cutters, lasters, stitchers were working 48 hours a week—a gain of 24



H. Armstrong Roberts

City and state governments must share with the schools the obligation to provide additional leisure time activities.

latory functions; the continuing centralization of power both in the national government at the expense of the states and in the states at the expense of the localities, especially the rural communities, and widespread abandonment of the earlier doctrines of individualism."

The chief importance to education of the recent extension of the activities and regulatory powers of the government is that it has made of immediate concern problems that in the normal course of events we should have had to face anyway. One of these problems is "How can the schools better prepare students and citizens to make their leisure time an asset and not a liability?"

Long ago educators realized in an academic way that training for the right use of leisure was a problem of paramount concern. The commission

hours' leisure per week in seventy-three years. In 1841 a weaver in Massachusetts cotton mills worked an 84-hour week; by 1870 his time had been shortened to 66 hours; by 1900 to 58, and by 1924 Massachusetts weavers had won the 48-hour week. Their leisure time had been lengthened by 36 hours a week."

So quickly and almost dramatically have the hours of labor been shortened that the problem is no longer an academic one. All authorities agree that it is not so much how a nation works as how it plays that determines its future.

There are two general aspects to the use of free time: the adult problem and that of the children in the schools. Were it not for curtailed budgets the problem of providing an outlet for some of the leisure time of adults would be solved easily. We

could open our evening schools and organize day adult vocational classes. For the most part, however, budgets as constructed allow nothing for this service, or the allowance is so small that students are charged a tuition fee, which in turn defeats its own end.

When the Indianapolis school board, after it was forced to eliminate both activities, said to the public and to the agencies forcing this reduction: "This will prove to be the most costly economy we ever made," they spoke better than they knew.

Where are these people going? The schoolhouse is the one community owned institution that has the facilities for giving recreation and instruction. If people do not go to the schoolhouses because they are closed, they may engage in less wholesome or actually harmful activities.

In many communities private agencies have attempted to do what lack of public funds will not permit. Leisure hour clubs have been organized, the purpose of which is wholly recreational. Their success is shown in the large attendance each meeting draws. Such endeavors, however, are makeshifts. Public night schools, properly staffed and offering a variety of vocational, cultural and recreational courses, are the best insurance against social disorder that any community can buy.

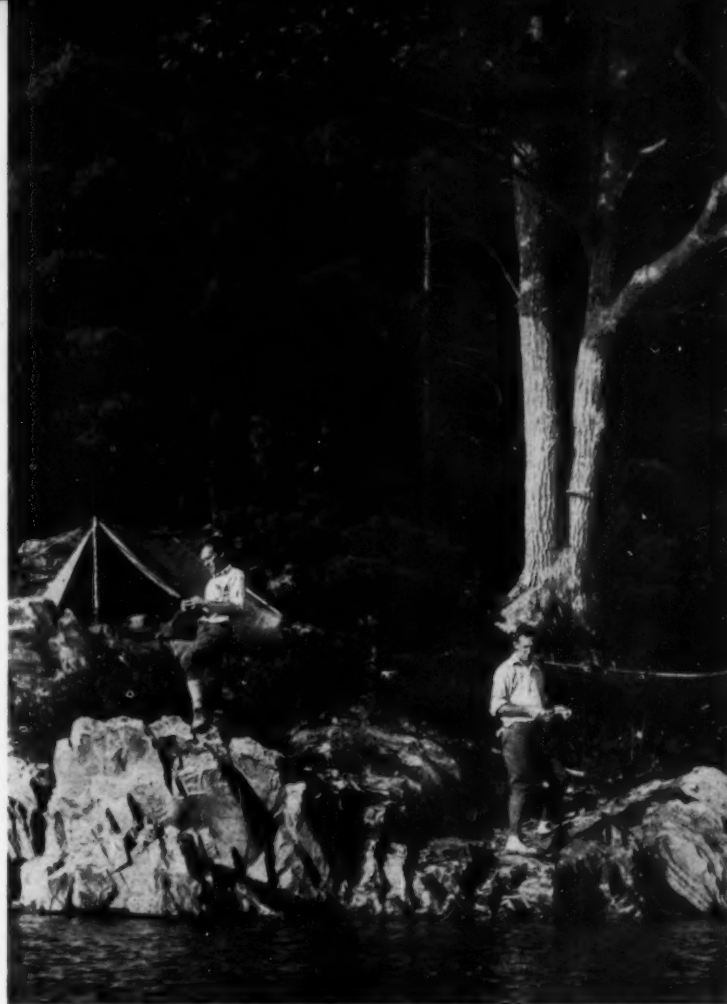
Schools have an important part, but only a part, in a program for offering leisure time activities. City and state governments have obligations that they too must meet. Parks, playgrounds and recreational centers must be operated so as to attract and hold the interest of youth and adults.

Must Have More and More Parks

There has been a tremendous gain in the municipal park movement in twenty-five years. Parks provide children's playgrounds, baseball diamonds, football fields, horseshoe courts, swimming pools, bandstands, club houses and too large a variety of other activities to be mentioned here. Municipal golf courses are so common as hardly to be noticed. State governments have created state parks visited by the thousands. Federal parks have hundreds of thousands of visitors each season.

Such work must be continued and expanded. Shortened hours of labor will mean that these facilities will have to be greatly expanded regardless of the drain upon the taxpayer's pocket.

Another phase of the use of leisure time by both children and adults should be mentioned. An idle person is not necessarily lazy, or incompetent, or wasting time. Every moment of one's leisure time does not need to be—should not be—filled with activity. "A fallow field is not an idle field." It is, as has been pointed out, "left unsown for a time that the ultimate crop may be richer."



H. Armstrong Roberts

Regardless of the drain on the taxpayer's pocket, shortened hours of labor will require expanded park facilities.

The other aspect of this question has to do with the training of school children. In their regular school programs schools have always, directly and indirectly, made provision for training so that free time will be used profitably.

Our most important contribution to this problem is so to organize courses of study, school activities, clubs and methods of teaching that they will give pupils interests that automatically will ensure them of recreation habits that are wholesome, restful and satisfying.

An analogy may be drawn between character training and leisure hour training. We have felt for years that all of the subjects, activities and environments of the school help to determine character trends. Direct moralistic teaching has value only as it finds expression in activities of pupils. So with training for proper use of unoccupied time. Such direct instruction has value only as it finds actual expression in the out-of-school lives of the pupils. Such subjects as art, music, English, dramatics, physical education and nature study are rich in possibilities for this teaching. These subjects, sometimes classed as frills and fads, are essential to the new program. Properly taught, they bring a richness of satisfaction and a wholesomeness of experience true of few other subjects.

Use of museums, art institutes, libraries and other cultural and social institutions found in most cities broadens the horizon of the pupils and opens for them a novel world. So much has been said about the value of a genuine love of reading that to mention it is enough. When our courses of study in English have been reorganized, reedited and revived, our pupils will be trained to be constant and discriminating readers.

The answer, then, to our first question is that teachers and executives should so organize and present the courses of study and the life of the school that one of its important by-products will be a generation given to wholesome and worth while use of its leisure time.

The second problem for the schools may be phrased thus: How can the schools best meet the challenge for a program that prepares pupils to be citizens in a highly cooperative society and that also will protect and assure the development of their personalities and abilities?

Hamilton Would Be Astounded

The American dream is of a land where the doors of opportunity are open to all and where any individual is limited only by his own lack of ability, health, industry or other personal deficiencies. The philosophy of rugged individualism with all of its manifest faults has been a dominating one in our national life. It may be only a legend that every American mother regards her son as a potential president of the United States, but it illustrates a familiar and important point of view. It is important because it has been equivalent to holding before the youth of America the incentive of achievement unlimited by wealth or education.

The ruthlessness and savagery of unbridled individualism are too well illustrated in the history of our country, during its early formative years, to need more than a mention here. Only when the expression of such individualism too seriously menaced the welfare of our country were sporadic attempts made to curb it.

Slowly but surely the power and scope of our federal government have increased until today its manifold activities, its broad powers, its scope and its assumption of control over the working lives of citizens would astound even such a staunch federalist as Hamilton.

This assault by the government upon individualism has in some of its social features, however, been more apparent than real. It is entirely possible that the intense interest of our government in such matters as minimum wages, hours of work, child labor and working conditions is the best guarantee of the preservation of individualism that the common man could have.

Unbridled competition, unrestricted production, starvation wages and unhealthful working conditions are not factors making for individual advancement. Rather they are deterrents. From this point of view recent trends in national legislation indicate that our government in taking an active interest in such details of industrial management has preserved individual rights.

Our first task in the schools is to train our pupils to work and to live harmoniously together in a closely supervised and highly cooperative society. In order to do this whims and fancies of individual pupils are disregarded and the desires of a few subordinated to the welfare of the group. Any philosophy or school of educational thought that encourages individualism at the expense of the group renders a disservice to its members. Educational liberty and license are easily confused.

In our civilized world it is necessary for us constantly to bow to common standards of behavior. Traffic rules are enforced in order that life may not be unduly jeopardized, property damaged and time unnecessarily wasted. He who constantly disobeys such rules harms not alone himself but society. Therefore he is punished. In our schools are traffic rules. Pupils are taught to obey them for the same reasons.

One other illustration may be given. In our cities are departments of health. These departments constantly infringe on the right of some individual as to quarantine for contagious disease or disposal of garbage or sewage. Life was a precarious thing in London in the time of Henry VIII because of the lack of such governmental restrictions. Life could not exist in large centers today without this health supervision. Pupils learn early that they must not come to school with infectious diseases, that they should not drink from common drinking cups or cough in a neighbor's face. There is no inherent right of an individual to do any of these things.

Pupil Guidance Is Essential

Many examples could be given of ways wherein society imposes its will upon individuals. In our work world we not only perform those tasks that are pleasant but those that are disagreeable as well. In the school world the pupil does the same. Control, direction and discipline are commonplaces of the work world. They are as essential in the school. Any educational theory which assumes that in any other way children can be prepared for adult society must be challenged. Sound education cannot follow the course of the pupil's whim. Therefore, without apology to any group, there are some of us who assert that our educational theory must be based upon the type of training that is founded on conscious control, direct guidance, in-

telligent planning and discipline. Thus is youth trained to adjust itself happily and easily in a closely supervised and cooperative society.

Having provided for that training our task is only half done. It is the duty of the school to encourage in every way the development of the abilities, initiative and originality of its pupils. The question in public schools is not collectivism *versus* individualism. It is rather collectivism and individualism.

Guidance Necessary in Every Program

It is wholly possible for a pupil to conform to the normal rules of school society and still be allowed opportunity to develop his innate capacities. For this reason education in this new era increasingly must make provision for creative work through an activity program, units of interest, and changed techniques of teaching. At this point this phase of school work impinges on the training for the use of leisure time. In courses of study in art, music, dramatics and manual arts an opportunity is present to give free play to the originality of the pupils. Too formalized a program in these subjects defeats their ends.

Exploratory courses in our junior high schools have the objectives of discovering talents and giving them direction. Our next step is so to organize senior high school courses that the aptitudes thus discovered may be developed further.

English is a subject with great possibilities for creative work. One of the greatest advances made in recent courses in English has been the opportunity for allowing those with real ability to find themselves. For the few who show creative ability in any subject the school should make provision to the end that these abilities may be encouraged and advanced.

No program having for its objective individual advancement of its pupils can be effective unless it makes adequate provision for some form of guidance. While this is not the time to discuss details of a plan, guidance in some form must be the core of each curriculum, teaching device and school activity. Only in this way can the schools aid their pupils in self-development and self-realization.

Guidance, properly conceived, has a dual and, in view of our thesis, an important place in the educational scheme. In the words of Doctor Brewer of Harvard, "Vocational guidance is a plan and procedure for achieving these two aims: the aim of helping to secure individual success and the social aim of fitting pupils gradually to create a better world of work."

The answer to the second question, then, is this: The schools can best meet the challenge of the new order by formulating a program which through

control, direction and discipline prepares youth to live and work in a world where cooperativeness is necessary, in order that the abilities and capacities of the group, in their essential features, may have full play.

In view of the constantly increased responsibilities of the schools it is difficult to understand those who, through ignorance or selfishness, or both, would limit the educational program to the traditional three R's and shorten school term.

If our educational system is to meet at all successfully the demands of training for the effective use of leisure time and of preparing its pupils for constructive citizenship in this New America, the curriculum will have to be added to continually rather than made more meager. Once the American public understands the absolute necessity of a forward looking school program it will not countenance the efforts now being made to render ineffective one of the chief agencies that will enable the New Era to meet the hopes and aspirations of this country.

Financial Policies of St. Louis Schools Praised

High commendation is given to the financial policies of the St. Louis board of education in a recently issued service report by Dun and Bradstreet. According to the report, there is probably no better example in the United States of the advantages of a pay-as-you-go program than that furnished by the St. Louis public schools. The complete report is as follows:

"Financial management by the board of education deserves special attention. The peak of expenditures, \$15,202,795, was reached in the fiscal year 1930-31. Expenditures in 1932-33 were one-third less, and while the current year's appropriations are slightly higher, they are still 32.8 per cent below the 1930-31 level. This constitutes one of the most effective programs of retrenchment accomplished by any large local unit of government.

"The following totals of receipts and disbursements for the last three years give a clear idea of the trend and stability of operations:

Year	Income (no borrowing)	Disbursements
1930-31	\$13,265,358	\$15,202,795
1931-32	12,401,431	13,401,227
1932-33	10,511,904	10,140,827

"Operating deficits were sustained in 1930-31 and 1931-32. These current deficits, however, did not result in a deficit in the board's operating fund because of the cash surplus accumulated in prior years. The surplus remaining July 1, 1932, was \$2,398,432 and the result of 1932-33, in which income exceeded disbursements, augmented this balance.

"It should be said, moreover, that the above mentioned current deficits resulted from capital outlays for the two years of \$4,137,794."

The president of the board of education is Dr. David C. Todd, and the superintendent of schools is Dr. Henry J. Gerling.

Why Business and Education Failed

By EDWARD A. FILENE

Boston



GREAT financiers have wrecked our finances. Power kings have turned out to be weaklings. Captains of industry fled from the battle at the first smell of danger and, by cutting wages and curtailing the public buying

power, led the grand stampede away from industry and toward unemployment.

It is time, surely, that we business men should be humble, and begin to question our assumption of a divine prerogative to give advice to everybody else. Yet I do not see how business could, if it were in a mood to do so, keep its hands off our problems of education. Nor can I see how educators can longer leave the field of business to business men.

Business problems are your problems quite as definitely as they are ours. And uneducated as we may be to cope with it, the problem of education is our problem quite as much as it is yours. The time has come when we must think these things through together.

Fifty years' study of the problem of business and of the social and political problems that have arisen from the evolution of business has compelled me to see that there is no basic solution for them except in education. On the other hand—and I say it with full knowledge that I am unqualified to tell professional educators what to do—I have been forced to conclude that there is no solution merely in more education of the traditional and customary kind.

Are These Questions Unfair?

How about the matter of human relations in America, and the American's attitude toward them? Educators will agree, I think, that there can be no more important problem. All morality, all character, all so-called spiritual development can be measured only in terms of human relations and the responsibilities that they entail. Have our American schools so advanced in their understand-

ing of human relations as to be able to sell us a better code of human conduct year after year? Have they kept pace, say, with the motor car industry?

Some may think these questions unfair. We cannot draw an analogy, they will say, between the development of human character and the development of a machine. The schools, they will protest, do teach good citizenship. They uphold the moral code. They exalt virtue and warn against vice. If it happens that crime and corruption fill the land, the responsibility lies with the criminal and the corrupt, not with an educational system that has consistently held up the opposite ideal.

Good Men Have Done Us the Most Harm

In other words, we should judge our educational system by its intentions—not by its results. Well, I shall not argue the point. Let me ask, rather, why do we get such great and such rapid results in the field of chemistry and physics and why are results so slow and so disappointing in the matter of human conduct and of human character? Is it because we understand the laws of chemistry and of physics and can therefore teach them accurately and exactly, whereas we do not know the laws of moral and spiritual development and cannot be certain as to just what we should teach?

No. The exact opposite is the case. We do not know the laws of chemistry and physics. We know we do not. Therefore we have to find out what they are, and we make appreciable progress.

As to moral conduct, we are sure that we know it all to start with. Therefore, we don't have to learn anything. No matter how human relations may change, we make little change in our teaching—at least until conditions get so terrible that no one takes the old teachings seriously any longer and we don't even believe them ourselves.

One result of this sort of moral education is that many students do not see the point and eventually become bad men, while others readily accept it and become good men. The result upon society, as a rule, is that many of the good do more harm than the bad.

It has been good men, not bad, who have given us our worst government. It was good men, not bad, who led us into wars. It was good men who exploited labor most abominably. It was good men, as a rule, who recently wrecked our financial system and brought many millions to the verge of starvation.

These were men of character. If they had been mere self-indulgent weaklings, they would never have been exalted to such places of power. They were educated, according to our existing concept of education, both intellectually and morally. You could trust them absolutely not to pick your pocket or to hit you over the head with a lead pipe. They were fine husbands and fathers. They fairly doted on their families, and they denied themselves leisure often, preferring to toil and scheme early and late to make it possible for those families to live like royalty, that is, like royalty used to live.

No, they were not immoral. Some of them did not even break the law. But they broke the country. They were educated but they didn't know any better. For they were not educated in human relations as they are and had no conception of their responsibilities. They were educated in the code of human relations as they used to be, and their conduct was conduct that used to be all right.

They understood the necessity for sweeping changes in industry, for production had become a matter of fact finding. When they found a way to produce more goods with less overhead, they did not hesitate to scrap their obsolescent machinery. But they saw no necessity for any change in man's attitude toward man. That subject had never been presented in terms of fact finding at all. Those who proposed sweeping changes in this field, that is, changes in keeping with the sweep of events, were looked upon as extremists.

We cannot conserve the values of the past by trying to conserve the formulas of the past. A course of conduct that is normal and constructive in an agrarian age may become abnormal and destructive in a machine age. "The letter killeth. Only the spirit giveth life." Orthodoxy in morals is the end of true morality, for by overemphasizing those virtues that were once successfully developed, it neglects to call attention to the virtues that most need to be developed now.

Similarly, orthodoxy in teaching is the death of education. Teaching our children what to think cannot possibly fit them for life in these changing times. We do not know what they should think, for they must deal with things that we know nothing about. We must teach them how to think—how to find out about those things, so that they may apply this new knowledge to the new problems with which they will inevitably be faced.

That way, I am convinced, lies education. With the old approach, much of our education becomes a lie. Naïve ignorance is dangerous enough, but confident knowledge of things that have ceased to be true is more dangerous. The toughest task before the business man today is not the learning of business. It is the unlearning of what he was taught was business, what he is positively sure is business because it used to be business.

We may even learn a lot of new truths, but if we simply add them to our ancient superstitions, we are likely to be sunk. That is how business was so recently sunk. American business men generally had come to see that high wages meant high buying power, and in the early days of the depression they made more or less effort to keep wages up. We tried to keep wages at a certain level, for instance, when if we had studied all the facts, we should have seen that that level was still not high enough to provide a market for the enormous and constantly increasing output of our machine age.

So we couldn't sell and we had to slow production down. We laid off men and created unemployment and put still further crimps in the public's buying power. When the public inevitably bought still less, we dropped the high wage theory as impractical and brought on conditions of panic and paralysis.

Now, we did that because we didn't know any better, and we didn't know any better, not because of any natural dumbness, but because we had not been properly educated.

Oh, I know what educators can say. They can say that we business men would not permit the schools to tackle the problem of human relations in the same bold, experimental, fact finding way in which they tackle the problems of chemistry and the problems of physics.

That's true. The schools have turned out graduates so densely ignorant of the things that most

They did not break the law but they broke the country—these "educated, moral" men who wrecked our financial system and brought millions to the verge of starvation, Mr. Filene remarks. The Boston merchant puts it up to the schools to adapt the fact finding approach of science to the construction of a practical moral code

needed to be known that these graduates would not permit the schools to turn out a better product. There is no need, then, of the pot calling the kettle black. Traditional thinking was our common enemy. Neither the best type of business nor the best type of education could, in the very nature of things, result from it. In the course of time, we had a nation with more graduates per square foot than had ever been known before, utterly baffled by the problem of how to keep a people with great surpluses of all of life's necessities from suffering individually for the want of them.

We Had to Wait for a Collapse

I think I can say without even being accused of partisanship that had it not been for the extraordinary leadership of President Roosevelt, America would likely have been thrown into some such social convulsion as has occurred in several European countries. Had there been such a convulsion, it would not have been the fault of radical tendencies in America, but of a fixed and firm American tradition that would not permit us to deal with fundamental changes when those fundamental changes were actually taking place. We had to wait for a collapse.

Our social structure is basically economic. It changes as our economic mechanism changes. If in this period of the greatest and most rapid changes in human history, we do not find out what these changes are and how they relate us to other human beings, we shall be powerless to deal with the human problems that arise.

If these changes were a great mystery and beyond the province of human investigation, perhaps the only hope for society would be to keep its members regimented as far as possible, under high pressure policing, according to some code of conduct handed down to us from heaven knows where. But our economic structure, complicated as it may be, is no more mysterious than the human body. The human relations that are determined by it can be and would be understood and dealt with, if it were our educational practice to approach the problem in an objective, fact finding way.

Now, I do not presume to give the formula for this new and necessary kind of teaching. You have the formula already and are using it constantly. In scientific courses students are encouraged to experiment and to make a note of everything that happens. When they complete an experiment successfully, they are encouraged to apply the principles that they have learned to the perfection of chemical, mechanical and electrical apparatus which, if perfected, will still further change human relations.

Are they encouraged to employ this method in

solving the problems of these new human relations? You educators know better than I can tell you.

Is it suggested that they clean up their cities by this method? Or are they not exhorted, rather, to stick to the traditional method—the method by which we periodically throw bad men out of office and elect good men to do the bad things thereafter. Is it suggested that, having learned the scientific method, they try their hands at creating an up-to-date Constitution for the United States, in place of one that divides us into now meaningless geographical districts and makes it next to impossible for our so-called representatives to achieve a national view?

Is it suggested that they find out what are the moral principles governing human conduct in this machine age and that they employ fact finding for the purpose of constructing a practical moral code? Or are they not urged, rather, to follow the codes that were practical in societies in which human relations were altogether different?

We cannot make good citizens of those who cannot see their actual relation to society and cannot therefore become conscious of their actual responsibilities. We may make them obedient and law abiding, and they may even be well intentioned and kind. But good citizenship demands a positive, constructive attitude toward society, and an understanding of the relationships involved. We cannot develop this by telling children to be good, or even by priming them with outworn formulas of goodness.

Nation Is Not Yet Out of Danger

What we get from this attempt to fasten ancient formulas upon modern minds—and calling the process education—is not even the conservatism that seems to be our aim. When we try to teach people what to think, instead of how to think, we get such extremes of conduct as to threaten our social stability.

America has seemingly been saved in the nick of time from revolutionary catastrophe by the sudden introduction of experiment and fact finding in government and business relations, before the point of desperation had quite been reached. The secret of President Roosevelt's leadership cannot be found either in his charming personality or in his exceptional political acumen. The essential greatness of the President lies in the fact that he has not appealed to tradition or to prejudice. What he said in effect was: "This is the trouble, and this is one of the things that we are going to try in seeking to effect a cure. If the experiment is successful, we shall go on with it. If it fails, we shall abandon it and try something else."

The nation is not out of danger yet by any means. Already the voice of the Tory is heard in the land, not with any contention that the President is ignoring the facts but that he is violating the sacred traditions of pioneer times.

There is great promise, however, that America will now turn permanently to fact finding in the arrangement of its economic affairs, and this promise must be of peculiar interest to educators. For with fact finding accepted as the normal approach to the study of human relations, the schools will be freed to educate in a sense in which they have not been able to educate before.

The Meaning of the New Deal

Education, I understand, means drawing out—the drawing out of the individual mind into a greater and greater awareness, especially awareness of one's relations to the community and the acceptance of the responsibilities that they suggest. Heretofore our schools, even if the business interests had permitted it, could scarcely have initiated their pupils into an understanding of America with any certainty that the understanding would promote effective loyalty and devotion.

For America, with all its prosperity, was chaotic, and drawing out the mind of youth into an awareness of this chaos, while it might lead some to seek the way of law and order, was quite likely to result in the acceptance of chaos as a fundamental condition of life. Millions at least were so educated—inside and outside the schools. The result was cynicism, individualism, irresponsibility—the negation of any purpose and plan, and consequently of any real faith, in life.

At last, however, we have the beginnings of an ordered society in this machine age. By fact finding, we have discovered that it did have a human purpose after all. The function of business, we have discovered, is to get goods to people—not merely to offer goods for sale but to enable the masses to buy. This, of course, will necessitate a plan, and the plan is being worked out not according to anybody's utopian dreams but with a direct and scientific approach to the social facts.

Under this plan, whatever its eventual details may prove to be, we know that the masses must be rich. We know also that they must have leisure, else they cannot consume the masses of things that under science have become available.

They must have more than that. They must have responsibility, an awareness of their relation to the whole plan and consequent interest in its success. All this could not be taught before because it was never true before. Earnest critics of our social planlessness could proclaim their theories, but so could self-seeking demagogues, while dreary

traditionalists chanted their outworn formulas of the past. There might be endless debate, but the economic struggle was so strenuous that few could give attention to the merits of the debate. Under the circumstances, we can hardly wonder that education failed.

That era, it appears, is over. The day of economic order and of social understanding has dawned. Our opinions may differ widely still, but now it doesn't matter. We are through, I hope, with following opinions. We are now after the facts of everybody's relation to everybody else. Nor will the intense struggle for individual existence divert us from considering these facts. That struggle has now become collective, and it is to everybody's individual interest to see to it that everybody else's interest is considered.

That is the meaning of the New Deal. That is the meaning of all these business codes, and those who are viewing the event in terms of particular criticism are missing the point entirely. It may be that this administration, which I have considered so wise, is doing wrong and foolish things. But if so, in the very nature of this fact finding program, errors will be corrected as they are proved to be errors. Some plan that will take everybody into consideration must eventuate, and it must provide for consumption by the masses of the tremendous volume of wealth that the masses, under science and scientific management, are now able to produce.

Education Should Deal With Actualities

In America, however, regardless of our conflicting theories, we may all unite in finding out just what plan will make such ample provision for everybody. Our machine has become so productive that capitalism cannot continue unless adequate consumption is provided for; and if, as some contend, capitalism cannot continue if there is such adequate consumption, none of us needs worry. So long as everybody is provided with wealth, leisure, security and culture, and in the nature of this provision, becomes so definitely and understandably related to the whole scheme that social responsibility may normally be expected, it will make little difference whether we call it capitalism or something else.

Education in this new age will be effective because it will be dealing not with the worn-out axioms of former ages or with the other-worldly dreams of those who can find no place in their utopias for the facts of human nature. It will be effective because it will be dealing with actualities. There is no reason why it should not be as effective in the development of social and spiritual values as in the development of material achievements.

Public Education Has Never Passed a Dividend

By E. C. HARTWELL

Superintendent of Schools, Buffalo, N. Y.

IN THE historic city of Marietta, Ohio, a modest bronze tablet marks the first capital of the old Northwest Territory. The tablet describes this domain as a land where no witch was ever hanged, no heretic was ever burned, and no slave was ever born or lived. It was for the government of this territory that the fathers of the republic adopted the famous ordinance of 1787, a document that reflected at its best the high idealism of both Northern and Southern colonies. It is in this ordinance, older even than the Constitution or the Union, that we find the immortal declaration: "Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

What was originally announced as a policy for a new and unorganized territory has become a guiding principle for the entire republic. A government founded on the fundamental principle that its authority comes only from the consent of the governed could scarcely do otherwise. The level of intelligence and virtue maintained by the people inevitably conditions the success of a democracy.

As one of our schoolmaster presidents, James A. Garfield, said: "Next in importance to freedom and justice is popular education, without which neither justice nor freedom can be permanently maintained."

What Is the Purpose of Government?

This is the legal justification for taxing the wealth of all the people to educate the children of all the people. Compulsory attendance laws, mandatory requirements, steadily elevated standards for teachers, laws regulating the conditions of labor for children, the construction of adequate school buildings—all have had their inception in the purpose of government to improve the quality of its citizenry.

In certain quarters it has recently become fashionable to question the wisdom of our efforts to educate all of our children. We are told that we already have too many educated people, that our efforts are too often misapplied, that our product

falls far short of what ought reasonably to be expected. The social, political and economic evils of the day are cited as evidence of the failure of the public school to achieve the purposes for which it is organized and maintained.

An adequate reply to such strictures requires something more than an attack on the motives of the men who make them. So many people speaking in the name of education have indulged in oracular utterances about the so-called failures of the public school that the wonder of the situation is that the lay citizen continues to have any faith in the institution at all.

No Wonder the Taxpayer Is Suspicious

If a popular professor from a great graduate school of education tells the public that the high schools of the United States have been so inefficiently conducted as to warrant the indictment of school authorities for misuse of public money, the press naturally rushes the pronouncement to all corners of the country, and in every community there will be found someone prepared to quote him as an authority.

If another professor from a great university tells audiences all over the country that what the school needs is to burn up its textbooks, throw away its courses of study, and destroy its equipment, is there any wonder that the taxpaying layman, sitting in an audience of applauding school teachers, goes away with the canker of suspicion planted in his soul that the school system is in a bad way?

This sort of thing has been going on for a long time. Nearly every criticism of the school from outside the profession has found its original author within the profession itself. I think of only one important exception, and that deals with the amount of money appropriated for educational purposes. Often the profession has felt that it was less than should be available, and usually those who paid the bills have questioned whether it was not already more than it ought to be.

If some of our citizens, harassed with ever mounting taxes, threatened bankruptcy and in-

Is it the fault of the school when a millionaire bank wrecker robs his depositors, double-crosses his partners, cheats the government on his tax return, or deserts his wife? Superintendent Hartwell contends that public education does not need to confess failure because its ideals have not been fully attained. Legions of witnesses could be assembled to testify to the lifelong stimulus to worthy living acquired at school, he declares

dustrial paralysis recall to mind the dismal utterances which in more prosperous times poured from the lips of those in high places of educational authority, the matter can scarcely be one of surprise. With a mounting divorce rate, with an apparent breakdown in the ideals of public service which we are told obtained in some vaguely defined earlier day, with an epidemic of scandalous financial chicanery in high places, with an alleged increase in juvenile delinquency, it is not only natural but entirely proper for society to examine all the agencies upon which it has been accustomed to rely for protection.

The public school need not be apologetic in the face of such an inquiry. Neither need it confess failure because its ideals have not been fully attained. Science itself is fallible. Democracy is far from perfect, and after two thousand years of Christianity, humanity is still weak and sinful. No one will deny that the humblest school in the country endeavors and always has endeavored to teach honesty, purity and fidelity to trust.

It is a rare school that does not constantly strive to inculcate desirable standards of conduct, ideals and attitudes of mind. Legions of witnesses could be assembled to testify to the lifelong stimulus to worthy living acquired at school. Is it seriously suggested when some millionaire bank wrecker betrays his trust, robs his depositors, double-crosses his partners, cheats the government on his tax return, or deserts his wife, that his conduct is the result of a defective system of education?

Wouldn't it be more worth while to inquire as to the sources of our national fortitude during the

hardships of the last four years, our restraint in the face of financial betrayal, official ineptitude and industrial collapse? Is it open to reasonable doubt that much of this spirit is a part of our national dividends from our investment in public education? We have had a marvelous amount of respect for properly constituted authority, intelligent cooperation in plans for recovery and in generous service for the needy, much of which unquestionably reflects the lessons daily taught by our standing army of a million public school teachers.

Of course, we are interested in the problem of juvenile delinquency, but it is well to remember that the problem is as old as the recorded history of the race. One of the oldest pieces of writing exhumed by the archeologists deals with the concern of an adult writer for the delinquencies of the youth of his day. Holy writ refers to the problem in its first chapter. We read that Cain, for no explained reason except jealousy, slew his young brother. As I understand the account, Cain was engaged in an activity program at the time. He had plenty of playground and his environment and heredity were exactly the same as those of his brother whom he slew.

Not long ago I had occasion to become intimately acquainted with the history of one of our juvenile offenders. He had arrived at the age of eighteen and was a confessed burglar. He was an exceedingly pleasant and well spoken young man who rarely had caused any trouble in school save in the matter of truancy.

Algebra and Latin Not Responsible for Crime

The boy had attended a public school with a highly diversified course of study in which for some time he had taken the subjects in which he had expressed the greatest interest. It was a vocational school designed to equip him for the business of earning an honest livelihood, precisely the kind of institution recommended by Warden Lawes. The school had a four-acre playground and there was a medical service to give advice about his tonsils and his adenoids. Algebra and Latin could scarcely be held responsible for his criminal record, for he had never been exposed to either. Nothing in his record disclosed the presence at any time of those parental or pedagogic repressions against which some of our educational writers so earnestly warn us.

In my judgment this boy represents a type of youth not at all unique and one that has always existed in society. He is too lazy to work, he is devoid of any real inhibitions emanating from a sense of right and wrong, he is familiar from early youth with the technique of evading the consequences of disobedience and wrongdoing. He is

distinctly an antisocial animal, a liar from his childhood, a thief and robber when opportunity presents. He may easily become a murderer if he feels that the circumstances warrant such violence. He is a potential racketeer and bandit. He is all of these things in spite of the school and not because of it.

Our compulsory attendance laws require children to attend school for about eight years, but no one of these years is really a year. It is a year of thirty-six or thirty-eight or forty weeks, and no one of the weeks is a regular week. It is a five-day week, and no one of the days is a regular day. It is a five or five-and-one-half-hour day. Most of the teachers of the United States facing classes tomorrow morning will find in those classes more pupils than there are minutes in the recitation.

At its best the compulsory attendance law attempts to secure for the pupils of the state one minute of the teacher's time per recitation, five days a week, forty weeks a year, for eight years. This is an appallingly small amount of time in which to accomplish all of the things that society expects to be achieved.

In that time we are not only supposed to teach children to read intelligently and with discrimination, to compute accurately and rapidly, to spell correctly, and to write legibly, but we are also expected to teach them something about the laws of health and the prevention of disease, something about the government and the institutions under which they live, and something of world geography, besides fostering a long list of desirable habits, ideals, capacities and attitudes of mind. The school is expected to teach children to be reverent, honest, patriotic, law-abiding, thrifty, industrious, cooperative, charitable, punctual, obedient and moral.

The School Did Not Create Poverty

Of necessity the school carries on much of its work in constant competition with potent adverse influences outside the control of school authorities. The school is obliged to operate with all of the limitations, traditions and cumbersome machinery apparently inevitable in a public department. It carries on in spite of its inability to correct the social and economic causes responsible for many of its problems. Poverty and the inherited physical and mental handicaps to which the race is heir are conditions with which the school is required to deal but which it can scarcely be charged with creating.

As to the degree of success with which the public school has met its responsibilities, the limitations of time permit the calling of only one witness. I am willing to rest the case on the testimony of the

National Industrial Conference Board, a body representing big business, corporate interests and many millions of dollars in annual taxes. Surely their opinion on the question of dividends from the investment in public education is one to which lesser taxpaying bodies ought to listen with respect.

In September, 1929, President Magnus Alexander presented a report dealing with this question, and in his preface wrote as follows:

"Public education of the youth of the land is one of the most fundamental functions and responsibilities of society, of vital concern to all groups. It is not uncommon to hear remarks disparaging or attacking this social function, often carelessly uttered but sometimes arising out of deliberate consideration. While specific criticism founded on fact and experience may with propriety be made regarding one or another aspect of the public school system, care should be taken not to level general criticism against this fundamental social institution, unless it be based on a thorough consideration of all the facts and circumstances which are involved, and be offered with a constructive purpose."

School May Be Proud of Its Record

In summarizing the more obvious accomplishments of public education, the National Industrial Conference Board reports in part as follows:

"1. Illiteracy among the native born has been reduced to a negligible quantity, except among the Negroes and so-called 'poor whites' in certain portions of the South. This is perhaps the most striking measurable attainment.

"2. The proportion of young persons enrolled in secondary education is larger in the United States than in any other section of the world. Despite criticism of the results of such education, the fact that this large proportion of our youth should even be 'exposed' to such advanced training represents obviously an enormous advance in general opportunities for higher education and culture.

"3. All public education is definitely permeated with the ideal that the objective of education is not only mental training but also character building. This aim has found a constantly widening expression in the efforts to build up and strengthen moral character and provide general vocational guidance and effectiveness by giving youth a broader knowledge of the more important influences in his environment.

"4. As a consequence of the accomplishments so far enumerated, the vocational aims of public education have been rather definitely defined and advanced beyond the period of experimentation.

Already, preliminary training for commercial pursuits has been put in practice on a broad scale and substantial progress has been made in setting up definite courses of training in the metal trades, the building trades and the textile and printing industries.

"5. In a comprehensive but general way our system of public education may be granted to have been a potent influence in developing in our country higher standards of literary appreciation; improved tastes in music, reading and sport; general knowledge of the laws of health and prevention of disease, improved standards of living; assimilation of the foreign born; recognition of ability, and preliminary training for the professions and for many vocations.

"Just as the school cannot claim credit for all that is good in our present social life, neither may it properly be held responsible for all that is undesirable. It must be recognized, however, that without the influence of the school constantly being directed to the development of the best qualities in American youth, the present moral, civic and social conditions in this country would be less desirable than they are at present. Our schools have been more than melting pots of foreign civilization. They have definitely and powerfully contributed to the creating and building up of better types of citizens and improved attitudes toward life."

This testimony does not come from a school man's brain trust or from resolutions adopted by an educational association. It comes from a source rarely accused of being fulsome in its praise of the public schools—from business and industry. Surely in the light of such a judgment the school may frankly acknowledge its defects and shortcomings and still rightly be proud of its record of accomplishment.

Word Origins Make Entertaining Study in Junior High

Entertainment, as well as solid information, lies within the green cloth covers of "Picturesque Word Origins," a volume derived from Webster's new international dictionary.

Etymologists—a comparatively small group—are captives to the romance behind words. A volume such as this should develop numerous new devotees to this branch of philology. The publishers are baiting the attention of a public not concerned with the derivation of words through this selection of words in everyday usage and their life histories.

The book tells us, for example, that a broker was originally a vendor of wine; that curfew means actually "cover

the fire"; that assassin once meant "a drinker of hashish"; that seminary comes from "seed bed"; that alimony is literally a "meal ticket." The form of presentation is exemplified by the word "pedagogue."

Pedagogue: a slave of ancient Greece.

The rich man of ancient Greece numbered among his slaves one who was particularly charged with the care of the master's sons in their youth. One of the duties of this slave was to escort boys to and from school. The



Greek words *paid*, *paidos*, "boy" and *agogos*, "leading or guiding," formed *paidagogos*, literally "boy-guiding." The English form pedagogue evolved from this and during the course of evolution the attendant became the tutor and, eventually, the teacher in the classroom.

It is a pretty bit of bookmaking, this volume, printed in two colors, the words traced being illuminated in red. Forty or fifty pen and ink sketches occupy full pages.

Junior high school libraries, particularly, would be enriched by ownership of this book.

Dewey System Favored by Libraries

A lack of adequate financial support is the greatest handicap of the American high school library, according to the National Survey of Secondary Education in its monograph on "The Secondary School Library." Inadequate facilities are the greatest obstacles to the realization of the aims of school libraries, this report points out in citing the conditions of 390 selected schools in forty-six states and the District of Columbia.

"The entire problem of instruction in the use of books and of libraries demands investigation," the report says.

Difficulties listed in realizing the aims of the secondary school library as reported by principals, teacher-librarians and librarians are as follows: Of a total of 281 reporting, 154 set up inadequate facilities as the greatest obstacle; 85 set up inadequate staff; 29, lack of interest and time on the part of the pupil; 21, lack of cooperation by teaching or administrative staff; and 18 set up as an obstacle the fact that the library is used as a study hall. The other 12 difficulties were of a miscellaneous character.

The Dewey decimal system of classification was found to be the method of classifying books dominantly used in secondary school libraries.

The results of the investigation and of previous studies are in accord in disclosing that it is the practice of many high schools to employ teachers without library training, assign them full-time teaching loads and in addition ask them to take charge of the school library.

Instruction in the use of books is given in less than one-third of the high schools.

¹From Webster's New International Dictionary, G. & C. Merriam Co., Springfield, Mass., \$1.50.

A Fast Train (of Thought) Through Arkansas

In Arkansas the whole state is talking about—of all things—curriculum building. Ten thousand teachers, 25,000 parents, ministers, business men and society women are getting excited over the curriculum. They are even writing to the papers about it. One man ran for a seat on a city school board on an "anticurriculum" platform. He met defeat

By HELEN HALL

Little Rock Junior College, Little Rock, Ark.

ARKANSAS is now engaged in a statewide cooperative program to improve classroom instruction. Practically pioneering in the field of cooperative curriculum building, 10,000 teachers of the state—90 per cent of the total—are making a novel approach to determine what should be included in the state school curriculum.

These teachers have sensed the fact that it is the responsibility of the school to function as an important guiding factor in the rapidly changing social order. Last fall saw the beginning of an organized program which, if successful, must involve the cooperation of all teachers and community social groups.

The state is becoming curriculum conscious. Only recently a citizen who wished a seat on a city school board adopted an anticurriculum plank. He was defeated. The state parent-teacher association and its auxiliaries consisting of 25,000 members have mustered their resources and are studying the curriculum from a study bulletin of their own. Letters from the people in the daily press are using the school curriculum as their theme topic. All this shows that the people are beginning to give the study thought, the first requisite for its success.

Classroom teachers, parent and teacher groups,

preachers, business and professional men and women, and social groups are taking an active part in studying such problems as: evidences of need for improving the curriculum; the nature of the curriculum; the nature and function of educational aims;

interest and purposes as bases for learning; pupil activity in relation to growth, and subject matter and its contribution to education.

Edward T. McCuiston, in charge of the new division of teacher training in the state department of education, is director, and these discussions and activities are carried on under the guidance and general cultivation of the supervisory staff of the state department of education, the college of education of the state university, directors of teacher training in all colleges, and by local supervisors.

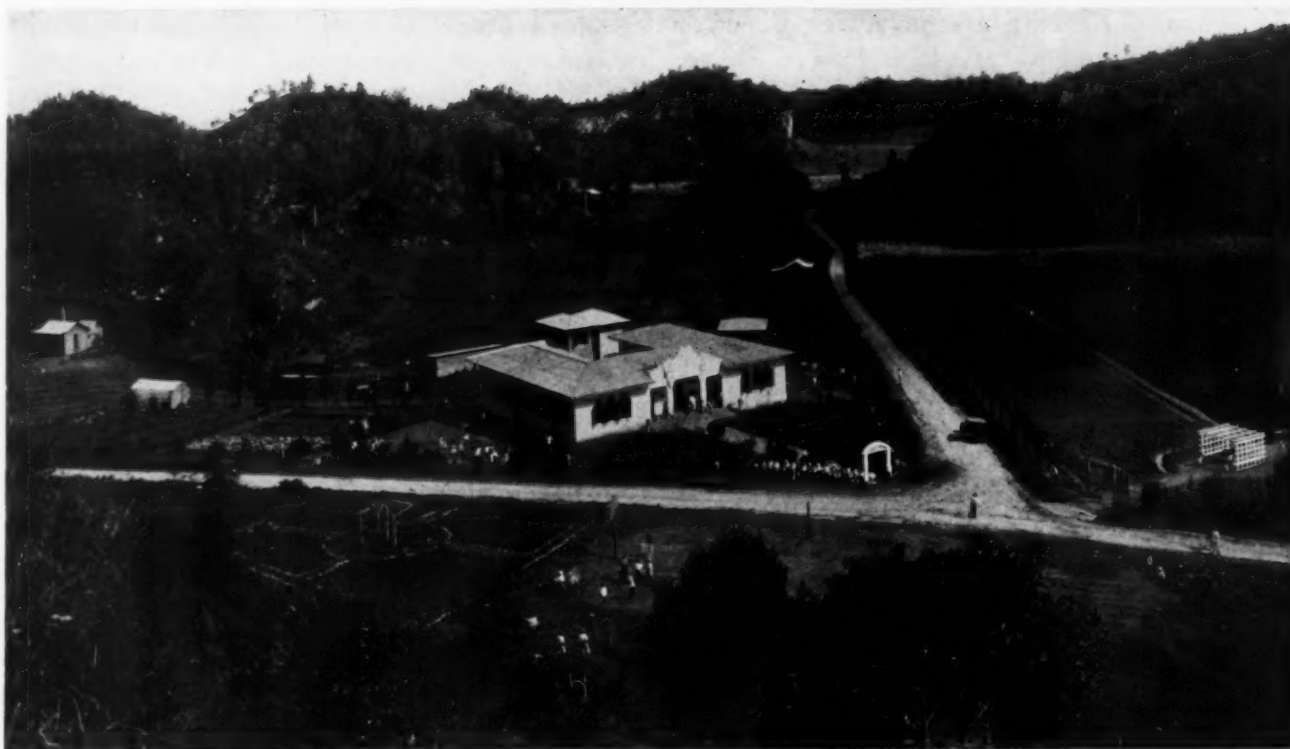
There are no cut and dried speeches at group meetings, but there is plenty of round table discussion based on the study course as outlined in a bulletin published this fall by the state department of education, after a group of 150 teachers had met in classrooms of four of the state colleges for study and had worked in the curriculum laboratory held at George Peabody College, Nashville, Tenn., during the summer.

The purpose of this statewide effort is to locate a foundation program in present-day group culture. This study hopes to open the way for the adjustment of the curriculum so that pupils will be able to make the social contribution that they are called upon to make. It views a narrow school curriculum as a menace to social welfare and public morals. Development of wholesome social attitudes, of innate abilities and interests, of high standards of taste and appreciation, of minds at once appreciative and critical of society—these are the fundamentals of education upon which the curriculum building program in the state rests.

Four Definite Steps to the Study

The study will continue over a period of four years. First, the leaders are seeking to cultivate interest and recognition of the need among the citizenry of the state. They have given themselves the first year for this cultivation, but the idea is gaining momentum faster than they dared anticipate. Following the cultivation period will come actual production, wherein the classroom becomes the laboratory for the production of the curriculum by the teacher and her pupils. The third period will consist of the organization and tryout of the materials produced during the second year. Finally will come the induction of the curriculum, already tried experimentally, in all schools of the state.

A Puerto Rican Experiment in Rural Schooling



By KATHERINE M. COOK

Chief, Division of Special Problems, U. S. Office of Education

ONE of the most interesting and promising experiments in rural education under way in any part of the United States at the present moment is to be found in Puerto Rico. It is concerned with the organization and functions of what are known there as "second unit" schools.

The situation leading to the initiation of the experiment and the functions of the second unit schools are implied in a recent statement of Dr. José Padin, commissioner of education for Puerto Rico. He says: "Since I took office about a year ago I have devoted most of my time to the promotion of rural education. Our peasants constitute about 80 per cent of the population. For hundreds of years they have lived scattered over the mountain sides, neglected, forgotten, out of touch and out of step with the rest of the island. The future of Puerto Rico depends appreciably on our ability to bridge the gap that separates the retarded mountaineer from his more fortunate brothers."

To understand fully the significance of this new departure in education one must consider the rural

people of Puerto Rico and the situation under which they live. The island is predominantly rural. Eighty per cent of the total population lives in rural communities. Rural Puerto Rico is not, however, like rural sections of the mainland—made up of independent farms and farmers as are Iowa or Illinois, for example. Rather an industrialized agriculture predominates. Large sugar and coffee plantations, citrous fruit groves and tobacco farming on a large scale prevail. The land, highly productive and intensively cultivated, is quite generally owned and controlled by large holders and corporations. The farm laborer is underpaid, more or less itinerant, and owns neither the land on which he works nor the roof covering his head.

Farm labor is seasonal and unemployment prevails during a large part of the year. The average annual wage incomes are estimated as \$135 for coffee and tobacco farm workers and \$169 for laborers in sugar and fruits. Home work, chiefly embroidery, done by the women and children, supplements this income for many families. Earnings

from this source are estimated at from \$1.30 to \$2 weekly. The average total cash annual income of a rural family including the supplement indicated is estimated at from \$250 to \$275.

The rural worker, as a rule, is provided with a house by his employer and probably has no rent to pay. In some cases a small garden plot is provided. When sugar is the leading industry, however, land is too precious to be allotted to workers, and consequently only a minority of the rural working class families raise their food.

The Puerto Rican people, as the world knows, are of Spanish descent, language and culture. There is considerable mixture among the working classes of European and Negro blood. Generally speaking, however, the mountaineers, commonly called "jibaros" in Puerto Rico, are of pure Spanish descent. Approximately a third of the people are said to be able to speak English and the number is increasing. English is, however, the language of business rather than of family and recreational life. The language objective of the schools and of the people is bilingualism—preserving Spanish and at the same time gaining facility in English. In the schools Spanish is the basic language up to the fifth grade, English being taught as a special subject. The fifth grade is a transitional one and thereafter English is basic and Spanish becomes a special subject.

The dense population, the low economic level, the abundance of children of school age give rise to Puerto Rico's most difficult problem, that of financing an adequate school program. Here, as on the mainland, the rural children are the relatively underprivileged, educationally. Only about half the children of the island as a whole can be accommodated in school at the present moment, and only a small percentage of enrolled children re-

main in school beyond the first four grades. Secondary schools are as yet provided only for city children.

This briefly is the situation that the schools must meet, and the rural second units are designed especially for the purpose. The four leading objectives of these schools as set forth by the department of education are: (1) to elevate the standard of living in the rural communities; (2) to increase the productive capacity of the island; (3) to put into operation a program of social and sanitary betterment taking into account the most urgent needs of the rural sections, and (4) to organize and put into operation a program of vocational education.

Typically, a second unit school will be located in a thickly populated rural area on a plot of ground containing at least five acres. The plot is devoted to (1) planting the most important crop of the community; (2) a vegetable garden; (3) a minor crop selected according to prevailing conditions, and (4) at least one acre devoted to the cultivation of fibrous plants for use in the industrial work of the school. The building is a simple but an attractive one; one story in height, of concrete or lumber, with grounds planned and planted attractively.

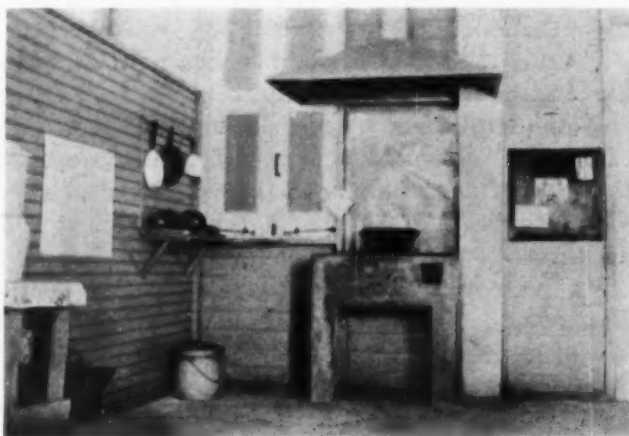


At the left is a standard one-room rural school at Fajardo. The building is of concrete construction and has a metal roof. It is twelve feet high and contains 720 square feet of floor space. A recent graduating class of the second unit rural school at San Sebastian is shown above.

The organization of a second unit school is fitted to the need; it is not hard and fast or standardized. Up to the establishment of second units, educational facilities for rural children were confined almost wholly to the first four grades. One-teacher schools prevailed, but there were a few consolidated rural schools, and these formed a nucleus for the experiment with the new idea. The work of the second unit begins where that of the first unit leaves off. Eventually it will begin with the sixth year and offer a three-year course. It may, however, begin with the third year or the fourth, depending on school facilities available and community and individual pupil needs. Courses end with work of approximately eighth grade level, which is gradually being raised to the ninth.

The curriculum, still in an experimental stage, is formulated to contribute directly to the schools' objectives, an improved economic status, health and sanitation, better homes and living standards. Approximately half the day is devoted to academic subjects, the topics growing out of and back into the vocational work to which the other half day is devoted.

Academic work includes the usual offerings, the



Usually the second unit rural school's kitchen is in a separate building and equipped with a charcoal stove (above). The screened lunchroom (below) is also used as an industrial workroom.



three R's, English and Spanish, history, geography, citizenship, nature study and physical education. Vocational courses for boys include agriculture, tin work, carpentry, shoe repairing, electricity, auto mechanics and other trades or industries that local needs and practices indicate.

For girls, vocational courses include embroidery and other types of needlework, lace making, cooking, social welfare work.

Practicalness is the essence of the second unit school program. Pupils working in any agricultural project—and the school work is more and more on the activity unit plan—are given one-third of the proceeds of the crop in money if it is sold, and in products if they are distributed among the pupils or homes. The school farm or garden supplies the school lunch room with vegetables and meats for the table. In every second unit there are animals—chickens, rabbits, goats, pigs. They are there to teach animal husbandry, to improve breeds of domestic animals on the home plots and to help solve the meat problem.

Agriculture for boys and home economics for girls are required subjects. "What our country boys need especially," states a recent department of education report, "is to learn how to make a small farm produce for the needs of the family and something extra for saving." Similarly it is believed that girls, the future homemakers, should have practical training that will fit them for more intelligent home keeping.

Shoemaking Instruction Fills Practical Need

In agriculture truck farming is the chief activity, though many schools aim to teach large scale farming as preparatory for the higher positions on sugar, coffee and fruit plantations. Children are encouraged to cultivate home gardens, of which there are now more than 1,500.

Carpentry is taught in all schools. Around the school the boys build fences and animal houses, repair school buildings and outbuildings, and make tables, chairs, beds and domestic articles of the kind that add to comfort and convenience in the homes. Shoemaking is taught in a number of schools and fills a practical need not only from a comfort but from a health standpoint, since uncinariasis (hookworm disease) is prevalent.

For girls both homemaking and industrial work are offered, the latter for commercial values. In home economics they are taught plain cooking and dressmaking. Well balanced diets based on what Puerto Rico produces are considered of utmost importance, and the schools emphasize proper feeding both in regular courses and through the school lunch. Dressmaking, too, is designed to fill a practical need; the use of simple designs and materials

and essential articles of wearing apparel are taught. Equipment is simple, the use of a charcoal stove in all schools being an example. Insofar as possible it resembles closely that used in the homes. Industrial work offered in the schools includes embroidery and other types of fine needlework, lace making and like arts and crafts in which the Puerto Rican women have well known skill.

But the school work does not end with the children. Second units are vital factors in the economic, social and intellectual life of the people. Teachers of agriculture carry on from each school a program of adult extension education. They visit the farmers who in turn visit the school for observation, advice and consultation. Conferences and meetings are held, home gardens are encouraged, and thousands of pure bred animals and seedlings are distributed annually among the pupils and farmers. Practical instruction is given in the classification of products, packing, shipping and other activities involved in intelligent marketing.

Schools Have Four Functions

Schools are community builders. Every school, therefore, includes among its activities social welfare work in charge of a trained social worker. Community improvement is a cooperative project in which all the teachers participate, but it is the special responsibility of the social worker in each school and the teachers of agriculture, industries and home economics.

These four functions of the school, namely, social work, teaching of agriculture, of industries and of home economics, are supervised from the insular department of education by four supervisors assigned solely to the second unit schools. They stimulate, facilitate and coordinate the efforts of each second unit school staff to the end of attaining higher standards of living, and of utilizing and developing local resources toward the improvement of health and economic conditions.

Social workers participate especially in activities concerned with social, moral and sanitary conditions of the homes in the school community. They direct the work of the parents' organizations, organize and direct activities of boys and girls in community clubs, especially health clubs, assist in making the schools attractive centers of social life, cooperate actively with clinics, milk stations, infant feeding stations and health units. The latter activities function under certain medical authorities and philanthropic organizations. In the schools, they assist with the school lunches, their planning and serving. They take charge of rest periods and other special arrangements that the schools make for undernourished and pretuberculous children.

For the recreational and intellectual life of the people there are thriving parent-teacher associations, libraries and playgrounds for community as well as for school use. Small libraries now growing up in many of the second unit schools are open evenings for reading and consultation of parents with teachers on matters of general interest. Playgrounds have been constructed by the schools, and benches and athletic apparatus are made by the boys. Some of the playgrounds are lighted at night, and the adults of the community congregate there for social and recreational purposes.

The school lunch, which sometimes means breakfast also, is served in each second unit school. While primarily a relief measure (frequent and devastating hurricanes contribute to an already serious economic shortage), the school lunch functions also as an educational and social agency. Teaching cleanliness, health habits, the courtesies of the table and variety in diet are among the objectives of the school lunch.

The lunchroom—there is one in each second unit—is usually an open pavilion with built-in tables, probably made by the class in carpentry. There are benches on both sides of the table. The children serve the food.

Usually the kitchen is in a separate small building and equipped with a built-in charcoal stove and simple utensils. A cook is employed from one of the families of the community. She prepares the food with the help of the boys and girls.

The preparation of menus, the installment and upkeep of equipment for cooking and serving, and other necessary regulations are under the direction of the supervisor of home economics and school lunches of the second units of the insular department of education.

More Second Unit Schools Needed

Menus are simple: nourishing soups are made of meats and vegetables, with bread and fruit, or rice and beans, a staple diet of the island, with bread and fruit. Sometimes a *dulce*—a dessert of the kind commonly used among Puerto Ricans—is served. A small charge, perhaps a penny, is made for the meal, care being taken that those unable to pay will be served without embarrassment.

The first second unit schools were established in 1928-29, and five consolidated school centers were used to initiate the experiment. They have grown in number and have won the confidence of the people up to and even beyond their financial ability to support them. There are now thirty-nine strategically located about the island. There should be at least 100, according to the commissioner of education.

National Welfare Depends Upon the Classroom

By DR. GEORGE F. ZOOK
United States Commissioner of Education

BOTH in fundamental law and in common purpose the American nation is dedicated to promoting and protecting the general welfare of its citizens. Notwithstanding disconcerting failures in other parts of the world, we are still deeply convinced that these blessings may be had in larger measure through the processes of democratic government than through any possible substitute.

Any form of government, however, is a piece of social machinery not unlike other tools and devices. It performs successfully only when the conditions for its operation are favorable. A dictatorship presupposes a high degree of public confidence in the central authority and a willingness to follow policies decided by others. A democracy, on the other hand, assumes that the major policies of a nation will be developed through the formal or informal expression of public opinion. In a democracy, therefore, widespread and extended education is a fundamental necessity.

Adult Population Has Increased Strikingly

National welfare is a term with many component parts. It has its material aspects on the one hand and its cultural possibilities on the other. It is concerned in part with the processes that supply our people with the material necessities and conveniences of life. It would be a poor civilization, however, that was based on material abundance alone. Our ultimate goal is to supply to everyone according to his needs food for the mind, the heart and the spirit as well as for the body.

A study of recent census figures reveals the striking increase in the adult population as compared with the number of children. Although there was an increase in the total population of 17,000,000 from 1920 to 1930 there was during the same period a decrease of 128,000 in the number of children under five years of age in this country. In other words, instead of 782 persons over sixteen years of age per 1,000 children as in 1790, there were 2,013 such persons per 1,000 children in 1930.

Democratic government is on trial; it has been eliminated in some countries. America cannot hope to escape the same fate unless measures are taken for the widespread education of adults in our present day social problems

It does seem that when a population is composed so largely of adults they should be able to take care of themselves and their children fairly well. If, instead of 81,700,000 adults to care for 40,600,000 children, there were but 31,700,000 adults to care for 40,600,000 children, the carping critics of school expenditures might have something about which to complain.

Increased production results from the amazing development of applied science. Few people realize to what extent schools and colleges are responsible for this development. Turning back the pages of history seventy-five years, one encounters everywhere a vague but persistent realization that colleges must find new ways of helping to increase material production and of teaching growing youth how to use the new discoveries to that end.

Out of this movement came the colleges of agriculture and mechanic arts. Presently the federal government granted considerable sums of money for the development of agricultural experiment stations in each of the forty-eight states. Through nearly half a century since their establishment there has been built up a great body of scientific knowledge that has so multiplied the possibilities of agricultural production as to make us consider seriously, in spite of growing population, the reduction of agricultural acreage and the elimination of submarginal land.

Research into other fields of applied science has gone forward in university laboratories until we are no longer surprised at new inventions that enable one man to do the work of twenty.

With the development of machinery and new processes the operations of industry, commerce and agriculture become more complicated. Unskilled hand labor is constantly being supplanted

by men who in the operation of a machine use their hands less and their heads more. Here is the opportunity and the responsibility for the development of vocational education. The schools as well as the colleges should realize that the increasing proportion of youth who now go in for further education wish to prepare themselves for a great variety of vocations which the new processes of production have called into being.

A New Job for the Universities

Much remains to be done in integrating the vocational work of the schools and colleges with the requirements of industry, agriculture and commerce. It is clear, however, that as a result of research in applied science and of vocational training and professional education we can even now easily produce from five to ten times as much of material necessities in the way of food, clothing, shelter and other requirements of physical life as we produced a few decades ago. In other words, our entire population can live better than did our fathers and grandfathers, with one-half the grinding work. These good things in life are the contributions of the university and college laboratories on the one hand and of the school classrooms and shops on the other.

It might be well at this time for colleges and universities to turn their energies more largely in the direction of working out a better system of distribution of goods. There is the same vague but persistent feeling of need in this area today that there was relative to increased production two generations ago. While the problem is more intangible and is more complicated by the factor of human selfishness, it is nevertheless susceptible to the same processes of study and scientific treatment. Increasingly we must look for a solution of the problem of distribution to the researches of college professors and to the men and women whom they train.

To whatever extent men and women can be relieved from work in producing the necessities of life, to that extent they have increased opportunity for recreation and self-improvement. Indeed, there has been in recent years an increasing army of men and women who minister to the wants of other men and women during their leisure hours. The luxuries of one decade quickly become the necessities of the next.

A large proportion of personal income is spent upon leisure time activities. In this realm we are constantly called upon to choose whether we shall purchase our pleasure from a private commercial concern or whether we shall arrange for it through some cooperative action.

For example, the automobile manufacturer is

ready and anxious to sell us a pleasure automobile; the publishing company offers us a wide selection of books; the chewing gum manufacturers have quite a display. There seems no end to human ingenuity in figuring out an endless variety of wares, good and bad in varying degrees, to tickle the palates or the vanities of fickle human beings and to stimulate their emotions and interests while they are not at work.

I do not mean to imply that the satisfaction of leisure time wants and desires through private business is necessarily deleterious to health or morals. In appropriate moderation these interests are usually wholly commendable and the men and women engaged in them render just as definite and great a service to society as do those who supply the material necessities of life.

It is true, however, that privately owned interests of this kind and social organizations supported cooperatively are necessarily in competition with one another. What an individual spends in one way to satisfy his leisure time wants cannot be spent in another way. In this competition private business has all the advantage. It can spend and does spend millions of dollars in perfecting irresistible psychologic approaches to the individual. Hence the wares of a private business concern are often far more tempting than those things that usually develop through cooperative action.

First Task Is to Reawaken the People

Leisure time and self-improvement activities that are established cooperatively must be paid for through self-imposed taxes, dues and fees. They include, on the one hand, the church, the lodge and a great variety of social organizations and, on the other, all public agencies supported through taxation. Among the latter the schools loom largest in total expenditure. It is to the great credit of the American people that they have been willing to employ a constantly increasing proportion of the adult population not needed in the production of material goods in this public agency of individual and social improvement.

For a long time, however, we have all been conscious of a large amount of public criticism of the schools. Even now we find more lethargy than we like about what we believe to be the proper financial support of the schools. Our first responsibility is to reawaken the American people to the fundamental significance of education in order that we may get it back on a basis at least as effective as that of predepression days.

I am convinced, however, that in spite of economies wisely administered and a degree of personal sacrifice on the part of the teaching profession seldom seen among public employees, we may not

again be able to capture the confidence and hence the support of our fellow citizens unless we can adapt the educational system to the demands of the new society into which we are entering.

Let us look by way of illustration at some simple statistical facts. If we take the number of children under eighteen years of age who are in attendance at public schools and divide them by the average size of the family in this country, less two for the adult members, we get 22,170,356 families from which these children come. If it is assumed that there are two parents or other interested adults per family we have 44,340,712 adults directly interested in the public education of these children. This seems like a large number of persons but it is to be remembered that it is only about 60 per cent of the total population of voting age.

They Claim to Be Experts on School "Frills"

Moreover these figures undoubtedly indicate a more optimistic condition than actually exists. Other census figures tell us that 58.8 per cent of all families have no children under ten years of age. Indeed 38.8 per cent of all families according to the census definition have no children under twenty-one years of age. Anyone who has ever attempted to help put over a bond issue or an extra levy of taxes for schools knows the significance of these figures.

A surprisingly large proportion of the adult population have no direct personal interest in the proper support of the schools. Such persons frequently look upon the schools as an unjustifiable expense that reduces the amount of money that would otherwise be available for their own personal pleasure. Although such individuals seldom set foot in a school building they can hold forth eloquently on the "frills" of the schools.

Finally, notwithstanding the valiant attempts that have been made to socialize the school, there is an undefined feeling on the part of the adult population, including even interested fathers and mothers, that the schools are not sufficiently in contact with the realities of social life and employment—that they are still too much institutionalized.

The average adult has a picture in his mind's eye of a pleasant young teacher in the schoolroom or perhaps a solemn college professor, both of whom have had little if any contact with employment conditions in industry, commerce or agriculture. In most instances, too, neither of them takes a prominent place in the solution of civic problems in the community or the state. They are absorbed in their tasks which yearly grow more technical and are therefore less understood by the layman. If the adults of the community seldom visit the schools,

it may just as truly be said that the members of the teaching profession make all too infrequent excursions into the actualities of life as it is lived in the factory, on the farm and at the city hall.

The result is that each year large numbers of inadequately prepared boys and girls, young men and young women leave the schools and colleges. A great and often cruel readjustment takes place immediately in which experience proves to be a greater teacher than the schools. The schools indeed appear to many an adult to be an institution set down in the midst of life but dealing with unreal things.

I do not believe that it is possible to recapture the confidence of the adult citizens of this country until they can be convinced that the program of the schools is adapting itself to the needs of the new era. I believe further that the key to this situation is quite consciously to plan the schools of the future for men and women as well as for boys and girls.

Let us see what is involved in this change of policy. In the first place, it is not so radical a change as it may seem at first. For a number of years there has been a steady evolution in this direction. For example, today more than 50 per cent of the high school age group are enrolled in the secondary schools as against only 20 per cent in 1916. The higher institutions, including the municipal junior colleges, have doubled the percentage of this age group who are enrolled for college work since about 1916. Classes for adults have been developed by a great variety of agencies including the schools from one end of the country to the other.

Schools Are Not Prepared to Teach Adults

Apparently increasing numbers of adults are taking seriously the advice of Professor Thorndike and others that it is as easy for adults to learn as it is for children. To whatever degree this is true the obligation and responsibility for continued self-improvement are just as definite for the adult as they are for the child. Many a parent would do well to take to himself some of the words of advice as to wasted opportunities that he so freely imparts to his children.

Much remains to be done before it may be said that the schools are for adults as well as for children. For example, let us take the field of vocational education. Vocations are changing rapidly these days and many a man finds that the one for which he prepared so seriously has been pulled out from under him by economic changes. He must therefore prepare himself for a modification of his old vocation or perhaps for an entirely new one. The need for appropriate and adequate facilities in the field of vocational education is evident.

Henceforth many an adult will have to learn two or more different trades in the course of an ordinary lifetime.

At the same time there are certain aspects of adult life for which no one as a child can possibly prepare himself adequately. Let us take, for example, the performance of citizenship responsibilities. Who would be so rash as to predict what our social problems will be a generation hence or even five years from now? Obviously it is impossible for the schools adequately to prepare pupils for a future which no prophet can possibly foresee. A large part of what one needs to know about civic affairs must necessarily be learned after one reaches the adult stage.

Popular Education Will Save Democracy

Let me emphasize the tremendous significance of this point. Democracy is on trial throughout the world as never before in history. In more than one country democratic government has been supplanted by some form of centralized action simply because popular intelligence and the spirit of unity are insufficient to enable people to realize their hopes and aspirations through their own decisions. We in America cannot hope to escape the same fate unless we take the necessary measures for widespread education of adults in present day social problems. Popular education will forever be the necessary corollary of popular government.

If to preparation for vocations and for the performance of citizenship duties one adds the endless special cultural interests latent in the minds of the adult population, there is a wide opportunity and responsibility for the school system to set up formal classes and informal discussion groups suited to the needs and interests of an increasing proportion of the adult population.

In this connection we have the allied interest of the library and the museum. When these facilities become more largely workshops and demonstration centers for regular adult instruction as well as for children, their anomalous position will become more evident than is now realized. When educational administrators get a comprehensive view of their responsibilities in the field of adult education, the library and the museum will become integral parts of the educational plan.

The same observation goes for the whole field of recreation. With increasing leisure and concentration of population the whole problem of wholesome, healthful recreation grows more important. The recent movement toward local, state and national parks is ample evidence in point, while industries and local civic organizations set up extensive facilities including gymnasiums where adults as well as boys and girls may amuse them-

selves. The school plant with surrounding grounds is a natural center for the recreation of adults as well as for children. The plant should be so constructed and the grounds should be sufficiently extensive so that adults may use them freely for these purposes.

Among the opportunities for recreation there should be ample facilities for community music and drama. In other words, the school plant and grounds should become a community center with ample instruction and recreation facilities for men and women as well as for children. The benefits in the way of vocational training, citizenship education, cultural advantages and recreation will appeal more and more strongly, I am convinced, to the adult population.

There are certain extremely important by-products of the movement for adult education. In the first place such a program will bring an increasing proportion of the adult population into intimate contact with the schools and thus there will be developed an increasing interest in the school program. Few adults remain unsympathetic to the schools after they have become acquainted with them.

In the next place an extensive program of adult education is bound to give school administrators and teachers an extensive opportunity to become better acquainted with the interests and problems of actual life. Such realities of community life are bound to serve as a constant protest against any tendency toward artificiality in the schools. In short, the gap between school life and later life will be shortened sufficiently to restore that degree of public confidence toward which any social agency aspires.

Give College Course About Humor, Pleads McAndrew

The absence of any course in humor from American colleges and universities constitutes a great tragedy in education, William McAndrew, former superintendent of schools in Chicago, declared recently in addressing the Mark Twain Association in New York. Doctor McAndrew is conductor of the column, "Happy to Say," published in *The NATION'S SCHOOLS*.

Colleges in the United States, he said, offer courses in almost every conceivable subject from philosophy to milking cows. It is a great pity that no courses in humor are given, he added, asserting that humor, more than almost anything else, furthers tolerance and understanding of human nature.

Americans, Mr. McAndrew observed, are just beginning to appreciate the dignity, power and worth of humor.

"How fine it would be," he exclaimed, "if this appreciation were encouraged, instead of being, as it is at present, discouraged."

Why the Gap Between Public and Higher Education?

By J. B. EDMONSON

Dean, School of Education, University of Michigan

COLLEGES and universities until recently have been treated as institutions that had little in common with the public schools. There was an idea that the two were inherently different and were at best friendly enemies. We are now convinced that this view has been most unfortunate and that it has tended to create a wide gap between public education and higher education.

Recent unpleasant experiences in securing funds for education have convinced many leaders that an all-embracing philosophy of American education is needed. Recent developments have pointed to the necessity of treating education on all levels as part of a unified whole and to the importance of a well planned program for the promotion of the general welfare of the social order. It is therefore desirable that public school representatives should feel a real obligation to aid institutions of higher learning in finding their place in the general scheme of education and that the higher institutions should aid the public schools in a similar undertaking.

Current Trends in Higher Education

To an increasing extent municipalities and state governments are developing institutions of higher learning supported largely from public funds. The necessity of establishing and maintaining tax supported colleges and universities is becoming more and more generally recognized. This attitude does not indicate unfriendliness toward private enterprise in the field of higher education; instead, it is a recognition of the fact that the demand for advanced training has far outrun the facilities that are available through nonpublic agencies.

It is not surprising that the system of higher education in the United States is undergoing a critical appraisal by friendly and unfriendly critics. Many changes are proposed and out of this period of change may come radical changes in the organization of state systems of higher education.

These are the days when everyone is concerned with proposals to restore financial and business health. It is certain that the growing demand for economic planning in the world of business will increase the demand for economic planning in the field of education, especially on the secondary and college levels

The present movements in higher education tend to show the following characteristics: (1) the breaking up of the four-year unit of the liberal arts college into a lower division commonly called the junior college and a higher division known as the senior college; (2) the development of new types of higher institutions to meet special needs; (3) an increasing differentiation between general and special education, with a tendency to emphasize specialization in the upper years; (4) an effort to provide greater completeness in general education through orientation courses with increasing emphasis on mastery in specialized fields of learning; (5) a more intelligent and sympathetic consideration of the individual student through provision for guidance and counseling; (6) an effort to extend higher education to new groups through a variety of programs of adult education, and (7) a marked increase of attention to instructional problems in higher education.

This list of characteristics is incomplete but it suggests the variety of changes that higher institutions are facing. It also points to the fact that higher institutions are not as adverse to changes as many critics would have us believe.

What has brought about this demand for changes in former policies in higher education? In my opinion the demand has been created in part by changes that have taken place in the field of public education. The whole structure of public education has been in the process of readjustment for the past two decades. The traditional 8-4 system has been modified by the introduction of the junior

high school or by some other modification involving a regrouping of grades. The regrouping has brought a demand for curriculum changes and related modifications of school practice.

More significant, however, than regrouping of grades has been the general acceptance of a more democratic philosophy of education demanding that all adolescents be given opportunity for education at the secondary school level. Acceptance of this newer philosophy has aroused interest in curriculum problems and in methods of instruction that will enable the school to provide for significant differences in the abilities, capacities and interests of pupils. These changes in public education have influenced public thinking with regard to the objectives, organization, curriculum and methods of teaching in higher institutions.

Students Not Interested in Old Curriculum

One of the most powerful influences in the direction of change has been the growing demand of the public that more young people be given opportunity for education beyond the secondary school. When collegiate training was a privilege of a rather highly selected group, colleges could be as conservative in curriculum and instructional matters as the interests of a carefully chosen group might warrant. In recent years, however, economic changes and a democratic philosophy of education have combined to bring to the colleges a group of students who are not, and never will be, interested in the older curriculum of the liberal arts colleges. The private colleges have, of course, been in a position to resist the influence of this group of students; but the tax supported colleges have found it necessary to make adjustments.

The demand for changes has also been supported by the development of newer types of higher institutions created to meet certain new needs. I refer to junior colleges, municipal universities and teachers' colleges. These new units have been free from certain traditions of the older colleges and have introduced practices that have tended to influence the whole field of higher education. Judging from recent reports and articles, certain recommendations relating to a comprehensive plan of higher education appear to meet with general approval of leaders in the field. These recommendations will be presented under several headings, (1) objectives and scope of a state system; (2) articulation with other educational units; (3) financial support, and (4) coordination of the work of the different higher institutions.

In the matter of objectives, the pronouncements in the recent California survey furnish a broad basis for planning. According to this study, we should plan a comprehensive state system of higher

education so that there would be (1) a recognition of the importance of providing some type of education beyond the senior high school level for an increasing number of young people; (2) a recognition that the first two years of work above the senior high school should be a period for general training; (3) adequate safeguards against the admission to professional schools of too large a number of candidates and of candidates of relatively inferior ability and preparation; (4) cooperative efforts on the part of the various higher institutions to discover students of unusual ability and to guide them into appropriate courses of training and to provide financial aid for talented persons of limited means; (5) emphasis on provision for continuing education after graduation from college, including plans for a program of adult education supported cooperatively by the different higher institutions, and (6) frequent critical objectives, trends and problems in elementary and secondary education.

It is believed that careful consideration of these six proposals would develop greater clarity of opinion regarding objectives of higher education and would tend to promote a desirable degree of unity in the whole educational program of a given state.

The problem of effective articulation between units in the educational system demands critical analysis of some former and present policies and practices. As educators we should cease thinking of the educational system as composed of public education and higher education and should recognize the fact that we need a unified system with effective articulation of the different parts.

Planning for Financial Support

In a comprehensively organized state system we should plan so that there would be (1) provision for a degree of articulation between higher institutions and secondary schools of a kind that would tend to promote the interests of both units in the state system of education; (2) emphasis on unity in the state system of education and an effort to avoid the tendency to consider the tax supported units in higher education as separate from the elementary and secondary schools, and (3) provision for acquainting all high school pupils and citizens generally with opportunities for higher education within the state. If emphasis were placed on these proposals some of the present costly criticism of higher education might be avoided.

It is essential that a plan for a comprehensive state system of higher education should include provision for financial support. Current financial stringency has forced American higher education to become greatly concerned about many of its former policies and has created a situation in some

states where competing higher institutions were involved in desperate quarrels over sources of financial support.

Among the proposals relating to these important problems are that (1) there should be devised a type of financial support that would give a reasonable degree of permanency of financial support; (2) there should be a recognition of the principle that a community may establish its own junior college to be supported on the same basis as the elementary and secondary units maintained by the community; (3) there should be a recognition of the principle that the state or the community will furnish a considerable part of the cost of higher education below the level of the professional schools; (4) there should be adequate subsidies for the advancement of research, as well as subsidies for the study of problems of special significance to the state, and (5) there should be continued studies of trends in costs in the fields of higher education within the state.

Need for Better Coordination Is Recognized

One problem that is now attracting the attention of many students of governmental organization is that of the more effective coordination of the work and activities of the higher institutions of a state. As a part of a comprehensive plan it is proposed that (1) there should be some plan for coordination of work of the various educational boards unless the state has adopted a policy of a single board; (2) there should be a redefinition of functions and policies of higher institutions from time to time to the end that unnecessary duplication may be avoided and new demands satisfied; (3) there should be such arrangements for the reviewing of plans for the expansion of any one of the higher institutions into new fields as will ensure that unnecessary duplication and competition between the higher institutions are avoided; (4) there should be recognition of the service that is available through privately supported higher institutions within the state, and (5) there should be an effort to divide the responsibility in highly specialized fields with the higher institutions in neighboring states.

The suggestions given under the foregoing main topics give a total of nineteen specific proposals that should be considered in making a comprehensive plan for a state system of higher education. While this list is partial and far from exhaustive, it is sufficiently extensive to indicate that it is a gigantic task to plan for a comprehensive state system involving numerous and far-reaching changes in programs as found in many states.

I do not want to give the impression that radical changes are likely to take place in higher institu-

tions without active opposition and bitter quarrels. In some colleges and universities such expressions as "educational reorganization," "educational experimentation," "curriculum revision," "instruction improvement," "educational extension" or "state service" arouse as much emotional feeling in a faculty meeting as a red flag would arouse at a meeting of certain industrialists.

It must also be conceded that there are powerful forces and influences that resist changes in higher education. Part of the opposition may be traced to confusion as to the legitimate objectives of higher education on a tax supported basis. In any college faculty, as well as among college alumni, are many persons who believe that undergraduate training should stress preparation for a high degree of specialization in the graduate school or in a professional school. These persons have little sympathy with the proposal that large numbers of young people should be given the opportunity to profit by a special program in the field of higher education.

On the other hand, there are an increasing number of college and public school leaders and laymen who believe that good public and valid educational policy demands that opportunities for worth while training beyond the secondary school should be greatly extended. In turn, faculties of higher institutions are divided as to the relative amount of general and special education that should be provided on an undergraduate level. These differences arise because of differences in basic philosophies of education, and they will continue until there is a more general acceptance of a well defined philosophy of higher education developed in terms of new educational demands.

Higher Institutions Are Changing

Another influence that tends to resist change in the field of higher education is the fact that members of faculties are highly trained specialists. While specialists are invaluable to higher institutions and to the social order, many of them find it extremely difficult to take a large and generous view of the whole problem of education. As a result, much of the work of faculty committees appointed to consider curriculum problems results in proposals similar to those coming from the government commissions that occasionally tinker with the tariff.

In spite of opposition from various sources, however, higher institutions are changing. Let us hope that many of the changes will prove to be genuinely progressive and that they will be in the direction of a comprehensive plan of education framed in terms of the social well-being of the state as the agency creating it and financing it.

What Others Have to Say . . . about federal subsidies

SUPT. A. L. THRELKELD,
Denver:

I think a further, rather rapid and extensive development toward federal participation in the administration of education in this country is inevitable if our civilization is to survive. We have to get away from local government in many respects, as I see it, if we are to meet the serious crises that face us.

Local government has generally failed when it comes to meeting real crises, and it is real crises that test the strength of any structure. "United we stand, divided we fall" is a maxim that carries many implications with it that we have not as yet fully appreciated. I think this depression will force their appreciation upon us.

SUPT. M. C. POTTER,
Milwaukee:

My lifelong admiration of the public school as a neighborhood institution has been matched by a lifelong fear of legalism, stateism and more recently cultural nationalism. Neighborhood influence on the care of the young and neighborliness itself are fast fading away under the impact of the glacial trend of supernationalism moving in on them.

In my estimation our federal government can render no greater service to public education at the present moment than to make it clear that all emergency relief extended at this time is strictly emergency relief, not intended to supplant or break the spirit and purposes of local government.

DEPUTY SUPT. C. L. SPAIN,
Detroit:

I am definitely opposed to federalization of public schools with attendant domination, uniformity and standardization. A temporary subsidy by the government is doubtless necessary at this time. It should supplement state appropriations and be distributed in terms of need.

Leadership of the type now being furnished by the commissioner of education through conferences with various groups in the field has tremendous possibilities and it should be devel-

oped extensively. This kind of cooperation between government, state and city school authorities will tend to give unity to educational effort without destroying the individuality of the schools throughout the country.

Most states could finance their school systems adequately if they would abandon inefficient and obsolete types of government and spend the money where it will do the most good.

PROF. FLETCHER HARPER SWIFT,
University of California:

The founders of our republic insisted that without a system of free, universal education democracy was destined to fail. Elementary education in the United States has never been universal, has never been universally free, has never been democratic.

Reports of state superintendents show that even during our most prosperous periods thousands upon thousands of children were without schools and thousands of others were housed in such wretched hovels and taught by so miserably paid and proportionately untrained and ignorant teachers, that they might better have been chasing rabbits through the woods. These disastrous educational conditions and situations were to be found in almost every state in the Union.

Not only school districts and counties but the states themselves are unequal in their zeal for education and in their ability to support public schools. Nothing less than aid from the national government accompanied by outside pressure to establish schools in every community will guarantee a generation of citizens in the making adequately provided with school opportunities. The exploitation of children and teachers will continue as long as selfish political interests dictate the amount of revenues to be provided and the educational opportunities to be offered.

Our sister republic of France offers an illuminating example of the benefits of a nationally supported and nationally controlled system of schools. The most remote rural schools of France are taught by as highly trained and as highly paid teachers as are the schools of Paris.

Contrast the national system of

France with that of Austria. In Austria, as in the United States, the responsibility of financing elementary schools rests with the individual states. In Austria, in 1928, the annual expenditure per school child varied all the way from 508 schillings in Vienna to 87 schillings in Burgenland. Such will be the inevitable result in any federation as long as the schools must depend for their support upon any agency other than the national government.

SUPT. S. M. STOUFFER,
Wilmington, Del.:

I have a definite feeling that under ordinary conditions the states should be able and willing to finance their own educational programs. I also believe that such a practice is fundamentally sound and that it will ensure a greater local interest and responsibility for the local program.

Moreover, I cannot help but feel that a number of school districts have been, in a measure, responsible for the condition in which they now find themselves. They have permitted themselves to spend more money for education than they could hope to pay for even in good times, and the depression is not, therefore, the sole cause for the unfortunate condition in which they now find themselves.

It may be, of course, that during this emergency federal aid will have to be given to some school districts to help them out of their difficulties. But I am inclined to believe that such districts should be required to stand upon their own feet and to carry their own burden just as soon as it is possible for them to do so.

SUPT. FRANK G. PICKELL,
Montclair, N. J.:

In my opinion, the most important problem facing education today is that of financial support by the forty-eight states of the Union. We must have a change in our system of taxation, but I am equally convinced that as a condition of financing education the state should insist upon the revision of our educational systems.

Units large enough for economical administration should be set up, and the reorganization should ensure maximum return for every dollar spent. The schools should be encouraged to move forward and become the dynamic force for the preservation of the democracy that was the hope of the founders of this country.

Are Curriculum Practices of Small High Schools Practical?

A startling discrepancy between curriculum practices of schools and the practices advocated by principals is revealed in this study of a group of four-year high schools of 100 pupils or fewer in New York State

By ORLIE M. CLEM

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ORLO L. DERBY

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DOES composite mathematics prepare for plane geometry? Is a fused social science course desirable? Is general science the best beginning science? Should there be a formal course in guidance? Should the academic curriculum and the vocational curriculum receive the same "dignity"? Answers of small high schools to such questions indicate to what extent the "new learning" is accepted.

The major purpose of this study was to determine roughly the practicability of certain curriculum practices for the four-year high school of 100 pupils or fewer. Three tests of practicability stated in terms of specific phases of the major problem, were: (1) to determine present curriculum practices in New York State four-year high schools of 100 pupils or less; (2) to determine the opinions of New York State principals of four-year high schools of 100 pupils or less, relative to desirable curriculum practices in this type of school, and (3) to determine the opinions of leading professors of secondary education relative to desirable curriculum practices in four-year high schools of 100 pupils or less.

Data were obtained from school schedules, personal interviews and questionnaires. For the first two phases of the study, two distinct questionnaires were administered to 150 New York State

principals. For the third phase, a questionnaire was administered to twenty-nine leading professors of secondary education in the United States. Such a battery of questionnaires provides data for: (1) a comparison of curriculum practices with principals' opinions of desirable curriculum practices; (2) a comparison of curriculum practices with professors' opinions of desirable curriculum practices, and (3) a comparison of principals' and professors' opinions of desirable curriculum practices.

The detailed items have been classified for purposes of interpretation under the following heads: curriculum subject fields, administration of the curriculum, techniques of curriculum enrichment.

Only 4 per cent of the schools studied have a fused social science course. Seventy-three per cent of the principals and 74 per cent of the educators favor such a course. Sixty-four per cent of the principals and 63 per cent of the educators believe that social studies should constitute the core of the high school curriculum.

In terms of the New York State set-up, it is presumed that each high school will offer either ancient history or modern European history, or both. Eighty-eight per cent of the schools do offer both. The advocates of ancient history are not all dead, as indicated by the 47 per cent of principals who prefer it to modern European history.

A Significant Point Regarding Science

The New York State education department requires that a half-year in civics be completed before the end of the tenth grade. Fifty-six per cent of the schools studied satisfy this requirement in the ninth grade, and 32 per cent of the schools provide opportunity for satisfying this requirement in either of two or three grades. Fifty per cent of the principals prefer the ninth grade for civics, while more than 25 per cent of them prefer the eighth grade.

Forty per cent of schools offer a course in formal grammar. Fifty-seven per cent of the principals and 33 per cent of the educators favor such a course. Fifty-nine per cent of the schools teach spelling as a separate class subject; 46 per cent teach penmanship, and 48 per cent teach reading.

The average amount of science given by these schools is slightly less than three courses. Physics, present in 81 per cent of the schools, is the most common science offered. Biology, present in 68 per cent of the schools, ranks second, and general science, in 38 per cent of the schools, ranks third. If only one advanced science is given, both principals and educators greatly prefer physics, as indicated by the respective percentages of 66 and 44. Second choice goes to chemistry for the principals and to general biology for the educators. If only one beginning science is given, 72 per cent of the principals and 100 per cent of the educators prefer general science to biology. It is significant that both principals and educators agree upon general science as the most important beginning science and upon physics as the most important advanced science.

Ninth Grade Mathematics Challenged

Only 8 per cent of the schools reported a course in composite mathematics. Sixty-five per cent of the principals believe that composite mathematics does prepare for plane geometry. Arithmetic was taught as a separate subject in two-thirds of the schools. Business arithmetic is the most common.

Seventy-four per cent of the schools require mathematics of all pupils in the ninth grade, yet 34 per cent of the principals and 69 per cent of the educators indicate disapproval of such a requirement. These data present a challenge to reform the ninth grade mathematics program.

In language instruction, "reading" is regarded as the most important objective by 54 per cent of the principals and 80 per cent of the educators. The majority of these schools of 100 pupils or less offer six years of foreign language. Fifty-nine per cent offer three years of Latin, and 83 per cent offer three years of French. A slight majority of principals prefer Latin to French, if only one language is given. Among the educators, the opposite is true. Fourteen per cent of the schools report an introductory or general language course. It is significant that 76 per cent of the principals favor from three to six years of foreign language, while 64 per cent of the educators favor two years or less. A broad chasm exists between the theory of educators and the theory and practice of principals.

"Introduction to Business" is the recently developed New York State course in the field of introductory business training. Seventy-three per cent of the schools offer this course. Thirty per cent of the principals consider the chief aim of "Introduction to Business" to be vocational. Twenty-six per cent of the principals and 11 per cent of the educators favor typewriting as a constant for all pupils.

Only 12 per cent of the schools offer exploratory practical arts courses. It is startling that agriculture, the most common course, is found in less than one-fourth of the schools. Seventy-five per cent of the principals and 89 per cent of the educators do not regard the vocational objective as most important in the exploratory practical arts courses. The infrequency of exploratory practical arts courses is not due to theoretical opposition, inasmuch as 76 per cent of the principals and 79 per cent of the educators indicate approval of them. Seventy-three per cent of the principals and 80 per cent of the educators disapprove specialized academic courses, such as "Shop English" and "Shop mathematics." From the total data, it seems clear that exploratory courses are offered in far too few schools.

Sixty-seven per cent of the principals and 66 per cent of the educators believe that less intelligence is required to succeed in vocational work than in academic work. Eighty-two per cent of the principals and 86 per cent of the educators consider that graduation from the vocational curriculum should carry with it as much "dignity" as graduation from the academic curriculum.

Under the provisions of the New York State Regents Academic Diploma, the local principal may certify five elective units in a total of fifteen. For these five elective units, either academic or non-academic courses may be certified. Sixty-eight per cent of the principals follow the practice of certifying nonacademic as well as academic courses. Eighty-three per cent of the principals favor such a practice.

Physical Education Is Favored

Ninety-four per cent of the schools give some credit toward graduation for music. In schools giving credit, the median number of units offered is 1.71. No educators and only 2 per cent of the principals disapprove credit toward graduation for music. Sixty-seven per cent of the principals and 84 per cent of the educators consider the appreciative objective of the fine arts more important than the performance objective, in the ninth grade.

Fifty-eight per cent of the schools require physical education of all pupils in each grade of the school. Approximately the same percentage of the principals and 82 per cent of the educators favor physical education as a constant.

Nine per cent of the schools offer a course in guidance as a regular school subject. Eighty-two per cent of the principals favor a course in guidance, as compared with 32 per cent of the educators. Only 4 per cent of the schools offer a course in character education. Fifty-eight per cent of the principals and 17 per cent of the educators favor

such a course. Forty-four per cent of the schools have an "activities" period in the daily schedule. Seventy-eight per cent of the principals and 93 per cent of the educators favor such a period. Ten per cent of the schools have a "how to study" course. Seventy-seven per cent of the principals and 55 per cent of the educators favor such a course. Fifty-nine per cent of the schools give specific library instruction. Only 6 per cent of the schools offer any work in public speaking.

Administration of the Curriculum

The academic curriculum ranks first in frequency, the general curriculum, second, the commercial curriculum, third and the practical arts curriculum, fourth. Forty-seven per cent of the principals and 50 per cent of the educators consider that the academic curriculum should be the basic curriculum. Fifty-two per cent of the principals indicate that "courses are organized chiefly to serve the needs of pupils going to higher institutions."

Ninety-two per cent of the schools offer a local diploma in addition to the state regents diploma. Ninety-two per cent of the principals favor this practice.

Seventy per cent of the principals indicate they would make a change in their program of studies, if not influenced by college entrance requirements. This percentage is not in accord with a recent Colorado study in which approximately 75 per cent of the principals admitted they would make no curriculum changes if freed from so-called college domination.¹ Principals indicated what subjects they would add, if not influenced by college entrance requirements. A list of approximately seventy subjects was obtained. Classified in terms of subject fields and ranked in order of frequency, they are: agriculture, guidance, home economics, commercial and music. Clearly, the main need recognized by principals is in the nonacademic fields. These data are significant when considered in terms of the present depression attack on so-called nonacademic fads and frills. Principals indicated what subjects they would eliminate, if not influenced by college entrance requirements. Classified in terms of subject fields and ranked in order of frequency, they are: language, mathematics, science, social studies. It is noteworthy that English does not occur, and that the social studies received only six votes. These data add significance to Judd's recent statement, "Give us English and the social studies and we shall not worry too much about the remainder of the curriculum."

New York State requires 15 units for the regents academic diploma. For the local diploma, two schools require 14 units; one school, 14½

units; two schools, 16 units, and the remaining schools, 15 units.

Twenty-eight per cent of the principals indicate that, in general, standards are higher in required courses than in elective courses. Nine per cent of the principals and 25 per cent of the educators favor higher standards in required courses than in elective courses. Ninety-five per cent of the principals and 90 per cent of the educators believe that required courses should be so organized that every normal, industrious pupil can pass.

The median percentage of required work which principals consider desirable through grades nine to twelve, inclusive, is as follows: ninth grade, 72.3; tenth grade, 60; eleventh grade, 53.4, and twelfth grade, 52.4.

Eight per cent of the principals favor promiscuous election by the pupil without guidance, while the great majority favor exploratory courses followed by curriculum guidance. Ninety-six per cent of the educators favor the latter plan.

Fourteen per cent of the principals and 21 per cent of the educators favor the abolition of subject field boundaries.

Only eight per cent of the schools give credit toward graduation for extracurricular activities.

Principals indicated the point at which they consider specialized curriculums should begin. Ranked in order of frequency, these points are: beginning of tenth grade, beginning of seventh grade, beginning of ninth grade, middle of eighth grade and beginning of eighth grade. It is significant that 19 per cent of the principals favor specialization before the middle of the eighth grade.

Fifty-one per cent of the principals prefer emphasis on deferred values, while only 17 per cent of the educators take this position.

Techniques of Enrichment

Ninety-three per cent of the principals favor the cosmopolitan type of high school in which several curricula are given under the same roof. Only one educator does not approve the cosmopolitan type of school.

Ninety-four per cent of the principals do not believe that "the curriculum of the small school must forever remain traditional." All the educators agree with the principals on this point.

Eighty-five per cent of the schools alternate subjects to some degree. The most common alternations are between ancient history and modern European history, and between physics and chemistry. The advanced language courses also constitute a common field of alternation. Eighty-nine per cent of the principals and 81 per cent of the educators favor alternation as a technique of enrichment.

¹Sixth Yearbook, Department of Superintendence, p. 135.

Only 4 per cent of the schools employ combinations of classes as a technique of enrichment. This plan means the teaching of two or more classes during the same period by the same teacher. Only 10 per cent of the principals and 27 per cent of the educators favor this method of enrichment. The seven instances of combination in the six schools reporting are as follows: Bookkeeping I and II; French II and III; Design I and II; English IA and English IB; Geometry IA and IB; Latin III and French III; Mechanical Drawing and Elementary Representation.

Eighteen per cent of the schools employ individualization of instruction as a technique of enrichment. One school bases its entire organization on monthly contracts; three schools use individualization in "repeat" courses. Individualization in band or orchestra is not included in the above statement. The most common subjects individualized are: Latin IV, French III, Advanced Algebra, Intermediate Algebra and Economic Geography I and II. Fifty-six per cent of the principals and 71 per cent of the educators favor individualization as a technique of enrichment.

Summary of the Study

Only one school reported any use of the supervised correspondence study method of enrichment. The subjects involved were in the field of English. Thirty-eight per cent of the principals favor this technique of enrichment.

Eighty-four per cent of the principals and 74 per cent of the educators favor consolidation or centralization of schools as a technique of enrichment.

The results of this study may be summarized as follows:

The curriculum of the schools studied is predominantly academic in nature.

In general, there is a startling discrepancy between the curriculum practices of the schools and the practices advocated by the principals.

Two-thirds of the principals would effect curriculum changes, if not restricted by college entrance requirements.

Principals favor less emphasis upon languages and mathematics, and more emphasis upon non-academic subjects, such as agriculture, guidance, practical arts and music.

In terms of opinion as to desirable curriculum practice, principals and leaders of secondary education agree on the majority of major issues. The leaders of secondary education, however, are considerably more liberal.

Excepting alternation of subjects, administrative techniques for curriculum enrichment have been used only to a limited degree.

Research Work of the California Teachers Association

Research studies carried out and published by the California Teachers Association during the past two years have been devoted largely to matters pertaining more or less directly to teacher welfare. During the year 1931-32 two studies of this kind were made. The first of these studies concerned health and recreation among California teachers. In this study an attempt was made to ascertain to what extent the recreational facilities of the school were made available to the teaching staffs.

The second study dealt with teacher unemployment in California. It was found that a 24 per cent oversupply of teachers existed in the high school field, while the oversupply in the elementary field was 4.5 per cent.

The research activities of the association have recently been devoted in a large measure to studying the effects of the depression upon the schools of the state, and in supplying reliable information to the public at large. A study was made and published in the spring of 1932 which involved an attempt to bring to light the nature of the economies being carried out in the schools. A study published in the spring of 1933 described the extent to which school costs had been reduced, and the effects of these reductions upon tax rates. This study showed that reductions in school expenditures had begun a year earlier, and they had been reduced from two to three times as much as other forms of public expenditures.

A study was made in the spring of 1932 of the teachers' salary situation in California. The main factors involved in the adjustment of teachers' salaries were discussed in relationship to the California situation. Prior to the opening of the California legislature in January, 1933, the teachers' association published a bulletin entitled "California Tax Crisis, 1933." The purpose of this bulletin was to acquaint the legislators and the general public with the evils of the taxing system, and particularly to point out some of the reasons why attacks by certain groups of special interests have recently been centered conspicuously upon public education.

The research program of the California Teachers Association for the present and the immediate future calls for a series of bulletins designed to acquaint the public with the work of the public schools, and to publicize the work of the schools in a fair and honest fashion.

Two of these bulletins have already been prepared. One of them presents the "Case for Adult Education" in California. The other presents the case for health and physical education in the public schools of this state.

Later bulletins will deal with home making, industrial arts, art and music, the junior high school and the junior college.

University Budget Problems Dealt With in Bulletin

The Bureau of Business and Social Research of the University of Denver has recently published a bulletin entitled "Budget Problems in University Administration," listed as Education Study No. 1. This report is considered of especial value to administrative and budgetary officers in institutions of higher learning. Copies may be secured by addressing the University of Denver, division of publications.

The Elementary Principalship—Is It a Desirable Life Work?

Even educators have to eat and buy shoes—they can't live on nothing. But monetary gain is not the most important factor to consider in engaging in a profession as a life work. The chosen profession must offer the individual an opportunity for useful service, the results of the work must be permanent and enduring and there must be opportunity for personal development

By FRANK W. THOMAS
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IN DISCUSSING the possibilities and opportunities of the elementary principalship as a life work, I am adopting a plan of presentation that will require rather generous cooperation on the part of the reader. I shall discuss mainly what I believe are the factors of most importance in considering any vocation or profession as a life work. The application of these points to the elementary school principalship as a career is left largely to the reader.

The criteria I shall present for determining the desirability of any vocation have largely been worked out in discussion with perplexed and earnest students who have over a period of years talked with me about selecting a life work.

The first test most generally applied to the consideration of a person's life work is not in my opinion the most important one, but seems to be one of foremost importance in the practical minds of men and women facing the problem of choosing

a satisfying life work. To what extent does this vocation hold out a reasonable expectation of sufficient financial remuneration to assure a fair degree of economic security?

There is occasional proof that zeal for unselfish service, or what has been called the "missionary spirit," still persists among young people. But most of them have come to the conclusion that faithful preparation for professional service must receive fair economic recognition or the service itself will deteriorate below the point of satisfactory standards. In discussing this point with young people, I try to help them make a fair and dispassionate survey of the range of compensation that may reasonably be expected for efficient service in any line.

I should like to suggest one phase of the economic test which is sometimes overlooked. The financial returns from any type of work should not be bought at too great a price. This statement seems paradoxical, but I make it seriously. Income is of value only for buying economic security and those satisfactions that enrich life and make it attractive. If a person's life work forfeits or cheapens those things that afford the most enduring satisfactions in living, then the income secured from this particular work has been bought at too high a price.

Too Late to Change Old Habits

I can illustrate this best by repeating the remarks made by a successful business man in the course of a recent conversation. This man had devoted his time, energy and thought to building up a successful business, and in later middle life had reached a position of economic security where he was able to do as he pleased. But he found that it was too late to cultivate the tastes and interests that he had observed and envied in his professional friends. In discussing his problem with me this man said: "During the many years when I was intent upon business success and independence, I naturally regarded my friendships and associates as distinct assets in my business relations. I found myself almost unconsciously appraising the business value of every new contact and acquaintance. I was shocked to discover that when I wished to

enjoy my friends and acquaintances from a purely unselfish standpoint my habits of mind still persisted in regarding them from the standpoint of business assets."

With inquiring students, I am always ready to agree that one has a right to expect reasonable returns for service given, but I always warn them to be on their guard against a vocation that gives high financial returns with one hand and robs the individual of valuable permanent assets with the other.

Desire to Serve Others Is Fundamental

Does the life work in question offer an opportunity for useful service? This is a sound test and should receive careful consideration. The desire for service which is in everyone appears frequently in an inspiring form. The deepest and most abiding satisfactions in life are based upon the fundamental desire to serve others. The intensity of this desire and the willingness to sacrifice all other considerations for its fulfillment become accentuated when the safety and future of childhood or humanity are involved. For example, if a child falls into a stream or is otherwise imperiled, no consideration of personal inconvenience, personal loss or even personal peril will intervene to prevent others from going to the rescue. Nothing is quite so important or so satisfying as the privilege of making life safer and richer for those who are to carry on with us and after us the hopes and aspirations of humanity.

Those who have entered vocations that emphasize profit more than service seem to feel that they owe humanity something of their accumulations, and in later life they feel that they owe themselves the satisfaction of participating in the altruistic service that they missed during their money seeking days. The result is the amazing list of philanthropic bequests, endowments, foundations and personal gifts that finance and support much of America's program of education in its higher or specialized form. It seems to me far better to make sure of this sense of satisfaction in one's life work by choosing a career that emphasizes useful service day by day, than to rely upon the risky hope of buying deferred satisfactions of that type through accumulations, the detailed sources of which the individual might not always wish to remember.

Closely related to this test is another important test for appraising a vocation as a life work. To what extent are the achievements and results of a person's efforts permanent and enduring? I once stopped before a baker's window to admire the tempting array of pastries on display. Standing beside me were a small lad and his father. The

youngster was so impressed with the display that he announced his intention of becoming a baker when he grew up. His father in a half amused, half serious way reminded him that all those products so attractive today would have to be replaced tomorrow with others whose attractiveness would be as short-lived. This illustrates the desirability of having the results of effort live on in some enduring form. This desire, so general in mankind, has been expressed in stately monuments which would declare the individual's achievements to posterity.

The great Latin poet, Horace, found a finer way in which to perpetuate his name and achievements when he said: "I have builded a monument more enduring than bronze, one that will endure as long as Roman traditions endure, in that I have fitted the rude syllables of the Roman tongue to the melodious measures of enduring song." Latin scholars will recognize this translation as greatly condensed, but I believe that the theme which the poet sets forth has universal appeal.

I am tempted to forsake my original plan of leaving it to the reader to apply the various principles when I think of the unique privilege that the teacher and the school principal have to mold and fashion spiritual values, the influence of which will remain as long as humanity endures. I know an elementary school principal who has directed the educational program of a small town for twenty-four years. During that time he has molded the educational life of a generation, and now almost half of his pupils are the children of his former pupils. The town acknowledges a debt to the principal for much of its finer characteristics, much that is best in the thinking of its citizens. It is a memorial to his efforts.

Abundant Possibilities for Growth

The final test for appraising a vocation as a life work has to do with the matter of personal growth and development. Contentment in one's work and increasing usefulness in one's service depend upon a sense of growth and expanding mental horizon. I should avoid at any cost a vocation that threatens stagnation and a closed outlook. To be sure, a person's individual attitude toward any type of work determines whether it will be monotonous or adventurous. A bright primary teacher who had taught in the same room for five years was once asked by a patronizing visitor if it were not dreadfully monotonous to keep teaching the same things over and over, year after year. Her reply was, "They are not the same, there are forty new ones every year."

The possibilities and opportunities for personal growth and renewed enthusiasms are so numerous

and so attractive in the modern conception of the work of the elementary principal that I cannot entirely resist the temptation to apply this test. In the first place, the principal must be constantly planning, making new adaptations, and adjusting his resources to changing problems as they arise. The alert and professionally minded leader will find this is a constant stimulus to quickened thought and corresponding growth. It is in the method of securing the attainment of his program, however, that modern supervisory methods most inspire continual growth and readjustment for the elementary principal.

Three Ways to Attain Goal

There are three ways in which the principal may attempt to secure the attainment of his educational program. One way is by sheer force of authority. Under present conditions, however, there are few individuals who are able to dictate the policies of a school unit in this way, and the effects would be as unfortunate upon the principal's own state of mind as upon the teachers and the school. A second plan might be called **dynamic persuasion**. Occasionally a principal has such **unusual leadership** and almost hypnotic powers of persuasion that he is able to have his suggestions and philosophy accepted *in toto*. Such persons, however, also belong to a passing generation and a different professional philosophy.

The modern viewpoint in supervision is for the principal to lay before the teachers in as convincing a manner and in as clear a form as possible his conception of a joint educational program. The teachers are thus encouraged to contribute supplementary or modifying suggestions from their own experiences. As a former principal, I am able to recall the stimulating results of such conferences, and I am inclined to believe that the principal gains a great deal more than anyone else from such experiences.

I shall return now to my original plan and give the reader the opportunity and the pleasure of completing this brief outline of the opportunities and privileges associated with the work of the elementary school principal.

Education is a finer thing because men such as John Dewey, Francis Parker and Angelo Patri decided upon the elementary school principalship as a life work. The possibilities inherent in the elementary school principalship are tremendous. Those who choose this profession as a life work must consider the possibilities carefully, must shoulder the responsibilities willingly, and must move forward with ever increasing faith in their own ability to make the task worthy of their best efforts.

Creative Education Prepares Pupils Best for Business

"Business needs young people with a genuine love for business," is the opinion of John Y. Beaty, editor, *Bankers' Monthly*. "The routine subjects now taught are merely tools with which business men work. These tools—stenography, typing, accounting—are rapidly being replaced by machines. Business needs men who will succeed against increasing competition. When the objectives of education are routine rather than creative, the pupils are not being prepared to meet the requirements of modern daily business."

"Modern business deals with human relations primarily, and only secondarily with things. How many times has a teacher said at the end of a weary day in school, 'Oh, if only all of my pupils were like Fred. He learns his lessons every day. He remembers all that he learns. He always gets the best grades.'"

"As a matter of fact, it would be a tragedy if all pupils were like Fred. They would be nothing but automatons. They would be little more than dictaphone cylinders. What is dictated to their minds, they retain, but they learn nothing else. That is not what is needed in business. Business needs thinkers and doers. It needs young people in love with business."

"Teaching must be made real. If a problem that concerns the sale of a case of tomato juice is to be used, the teacher should borrow a case of tomato juice from a local store and have that before the class as she talks about it. She should borrow the invoice the grocer received when the tomato juice was shipped to him and let the pupils handle the actual invoice. If they are studying the making of checks, let them write a check in payment of the invoice. Make their study real. Let them get the feel of business and the teacher's responsibility of making successful business men out of them will be much easier to fulfill."

Which Is More Important, Teacher Selection or Training?

Can you tell among a group of fifteen-year-old girls which ones will make mentally well adjusted teachers and which ones should be urged not to enter teaching?

Dr. James S. Plant, director of the Essex County Juvenile Clinic, Newark, N. J., thinks we can to a large extent. To his mind teacher selection is far more important than teacher training.

During the first fifteen years of life, a person acquires most of the elements that make up a healthy, well adjusted personality. This ought to mean, Doctor Plant declares in *Mental Hygiene*, that we can select either in the first or second year of normal school those who stand the highest chances of being successful teachers.

Teaching involves so much beyond the person herself, the mental hygienist points out; on her depend the happiness and development of a large number of children. Those authorities who appoint teachers may have an enormous amount of information concerning the prospective teacher, Doctor Plant declares, but they rarely know how she has met her own life needs.

For mental health, the teacher must be adequately adjusted in terms of security, reality, authority and a feeling of adequacy toward herself and her environment.

Happy to Say . . .

THE weakest plea for generous support of education has been based on the idea of exciting pity for the hard worked, conscientious teacher. Appeal for the nation's children is more effective. But neither is solidly based on the real reason why schools are a public charge instead of a service paid for by parents in proportion to the number of their children in school. Schools were not made government institutions because the legislators pitied teachers or loved children, but for preserving and improving co-operative government. They said so and promised that the schools would do this.

THE sound argument for maintaining the schools is the logical one that a republic depending on public opinion must have a people enlightened on government problems. These are political and economic. In your conversation and speeches show that this reason for taxing everybody to maintain schools is the fundamental Washington, Jefferson, Adams idea, endorsed by the best statesmen of the Revolution. Show that your schools are doing more to educate citizens in their political ideas and duties than to promote scholarship, culture or any personal distinction or welfare.

IF YOUR high schools are not doing this you have before you one of the most interesting and important jobs you ever had. If the high schools do not put the most of their effort into this political, economic service, they are doomed to a withdrawal of public support, influenced by the propaganda of chambers of commerce and taxpayers' associations.

YOUR own attitude should be that of one sure of his facts and standing on an American principle historically established, logically correct and imitated by every civilized nation in the world.

FOR my employers I have just finished making outlines of eighty-one addresses of educators who spoke at recent meetings. Seventy-four spoke more or less at length on the obligation of the public schools of secondary

and collegiate grade to reorganize to meet the needs of "the changing social order." Today I received a notice of the objects of the chapters of a newly organized save-the-schools association. "We are," it says, "for the adjustment of the schools to changing social needs: this is a responsibility voting citizens should not neglect." For many school managers this is new. For the public schools as a whole it is revolution.

I HAVE not seen anywhere any expressions from school men hoping that this demand for more direct attention to civic-economic problems will blow over. During the war the school people whole-heartedly participated in direct civic service. In this peace crisis they can do the same.

CHARLES P. TAFT, one of the workers securing for Cincinnati a more honest and efficient government than ever it had within the memory of living men, says your high schools should use Kent's "Great Game of Politics" as a textbook and cultivate in the young a hot indignation. Speakers at the last state association in Utah exhorted educators to stop taking it on the chin. You must, they said, take the aggressive offensive. George Counts says if you don't, you are doomed. Let us have wrath classes.

IN HIS opening address to students, Princeton's new president, after outlining the perils of the country just now, said, "Insist on your right to kick and to persuade others to kick with you." Hooray for the intelligent and persuasive kickers! Happy are you if you have some in your corps. The complacency which brought America into this mess is due in no small measure to the failure of schools to teach kicking elsewhere than on the football field. *Vive le coup de pied.*

MANY superintendents have told me of the resentment of teachers against being bossed. It is one of the large causes of a lag in education.

FIE, fie! Read any account of the studies of industrial corporations and note the conclusion that the main cause of waste in production is the attitude of the worker toward his immediate superiors. Read military memoirs and discover the same difficulty noted by commanders.

HAVE you noticed that those teachers who are the most bossy toward their children, and who might be expected to consider loyalty to a supervisor a high essential, are the most hostile to being managed? Count the number who oppose supervision and see how few they are but how persistent in urging opposition.

READ William Gray's accounts of improving the teaching of reading and the obstacles thrown in his way by grumbling teachers, their conspiracies, their undercover protests to the board of education and so on. But, also, note how it was nullified by the velvet glove.

STUDY the experiments published of comparison of balanced groups, one set of teachers under supervision, another of apparently equal ability left alone. In every case the children of the supervised have made higher scores in the tests.

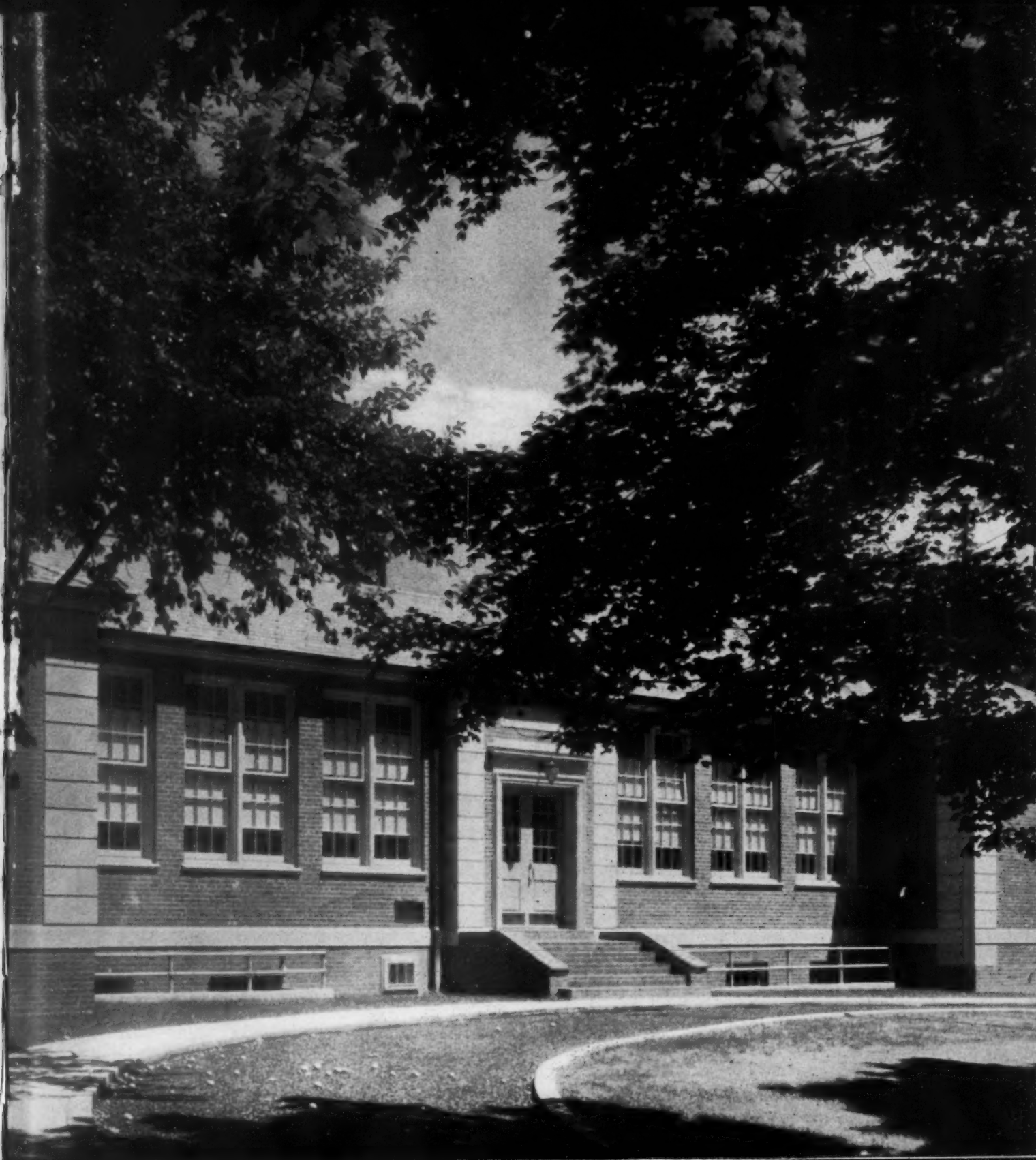
PROBABLY it isn't supervision but the manner of it that is the real cause of opposition. Lord bless you, you do better, yourself, when you are bossed. Married men make the best supervisors.

BUT who's going to boss the educational work that you do? Only yourself. Unless you plan a rigid scheme for keeping yourself eternally improving, you are obsolescent.

HERE'S a verse from old George Herbert, 1593-1632. Paste it on your mirror.

"Summe up at night what thou hast done by day,
And in the morning what thou hast to do.
Dresse and undresse thy soul;
mark the decay
And growth of it. If, with thy watch, that too
Be down, then winde up both.
Since we shall be
Most surely judg'd, make thy accounts agree."

Wm McAndrew



THE SCHOOL PLANT





New Building Serves School and Social Needs in Blue Grass Country

By J. W. BROOKER

Director, Division of School Buildings and Grounds, Department of Education, Frankfort, Ky.

PUPILS of northern Fayette County, Kentucky, are enjoying the facilities of a new six-year high school building, which was completed in the early part of 1933. The building was designed by Frankel and Curtis, Lexington architects, and the exterior represents an interesting pattern in modernistic architecture.

Educational program and specifications were prepared by Supt. D. Y. Dunn in collaboration with the bureau of school service of the University of Kentucky and the division of school buildings and grounds of the state department of education. The school has been named the Bryan Station High School.

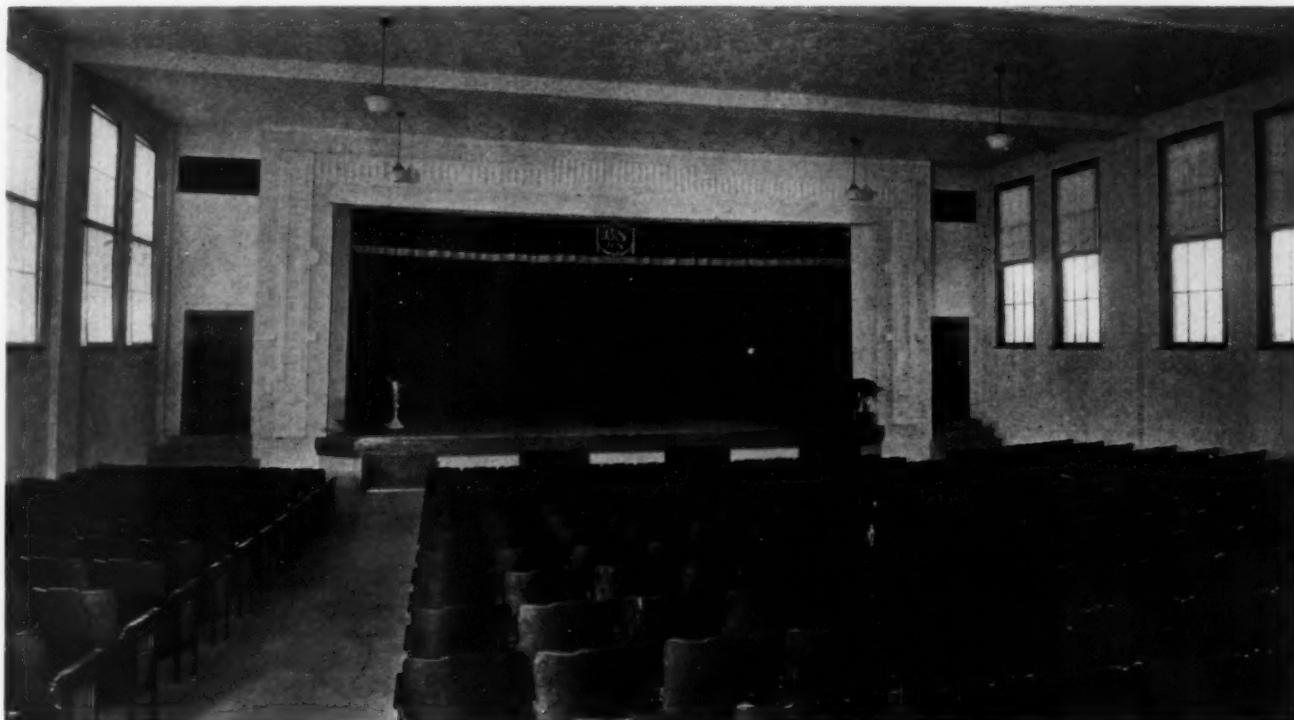
In the fall of 1929, a careful survey was conducted by the bureau of school service to determine the condition and reveal the needs of the Fayette County schools. This study showed that the smaller high and elementary schools of the county had the highest per capita costs and were offering the most meager educational programs. The study proposed to reorganize the county schools on the six-six basis, to reduce the number of elementary schools from

twenty-six to ten and the number of high schools from five to three, and to make these schools available to all the children of the county from grades one to twelve by means of a splendid system of transportation.

This reorganization called for a six-year high school to serve the entire northern half of Fayette County. It was proposed that the building house 480 pupils in classes ranging from thirty to thirty-five for academic work, with larger rooms for health and special classes. In accordance with this proposal the Bryan Station High School was established, replacing three small county high schools.

The building is a splendid example of functional planning based on an educational program designed to meet the school and social needs of the section of the county that it serves.

Fayette County is in the heart of the famous Blue Grass region of Kentucky. The chief industry is agriculture although many residents of the county find work at the county seat, Lexington, a city of 48,000. The University of Kentucky and several other institutions of higher learning are in



Lexington and many county high school graduates continue their education in these institutions.

After careful consideration of these factors it was decided by the Fayette County board of education to offer a six-year high school program at the Bryan Station school, which would provide maximum opportunity for every child to acquire such aptitudes and skills as would promote both indi-

vidual and social efficiency. The actual content of the program adopted consisted of the regular academic work, vocational agriculture, home economics, music, dramatics and physical education.

After the need of the new building was established and the educational program that it houses was clearly defined, the next step was the preparation of the educational specifications of the building. Specialists from both within and without the system were called in to determine the spatial requirements and the facilities to be provided in the various units. Data thus obtained were studied carefully by the superintendent and the educational consultants, and after having been reworked a number of times to meet the exact needs of the curriculum, were written in concrete form and submitted to the architects. These educational specifications then became the basis for the preliminary sketches of the school building.

Preliminary sketches thus prepared were scrutinized carefully by the instructional and executive staffs and desirable changes made. This process was repeated several times until the plan was approved in its present form.

The school building was placed on a ten-acre site, beautifully situated so as to command a view of a large part of Fayette County. It is readily accessible to all the area it serves by means of a splendid system of hard surfaced roads, and yet is removed from the noise and hazards of a highly traveled highway. The site is ample for play activities, school athletics and community use.

Facilities provided by the building include aca-

The auditorium which is shown above, seats 675 persons and is equipped to serve school and social needs.



Locker rooms, shower rooms, quarters for visiting athletes and the boiler room are located in the basement.



ademic classrooms, laboratories, shops, library, offices, teachers' rooms, janitors' storage, toilets, clinics, cafeteria to accommodate 260, gymnasium with seats for 400 spectators, auditorium seating 675, projection booth, dressing rooms, shower and locker rooms and boiler and fuel rooms.

The building faces slightly west of south and is of the general "I" type with the long axis running north and south. The gymnasium is on the southeast corner and the auditorium on the southwest corner. The academic classrooms are grouped on one side of the corridor and are lighted from the

east, while the library, laboratories and shops have a western exposure. Windows on this side of the building are grouped in pairs so that partitions may be changed and classrooms made larger or smaller as future needs demand.

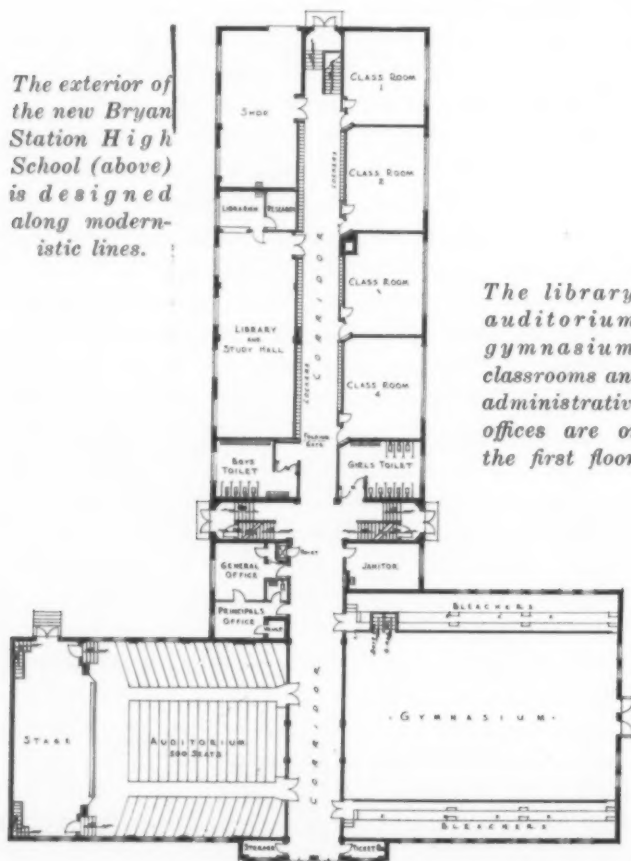
The building is extensible as well as flexible since the north end has been designed in such a manner that future additions may be made at a minimum cost, without injuring the appearance.

In a light, airy room on the third floor over the main entry, is the cafeteria. This entire front portion of the building, including auditorium, gymnasium, cafeteria, administrative suite and toilets may be separated from the remainder of the building by closing the folding steel grilles in the corridors. Thus may be provided every essential of a community center without disturbance to the remainder of the plant.

The building is of reinforced concrete and steel construction throughout, with exterior walls of brick and interior walls of tile. The roof is concrete slab over bar joists covered by composition felt, tar and gravel. Steel sash windows of the awning type are used in the classroom portion of the building. Corridor and lobby floors are terrazzo, while the classrooms are concrete slab covered with asphalt tile or linoleum. Corridors are wainscoted with glazed tile. All lockers, drinking fountains and classroom doors are recessed in the corridors. The stairways have terrazzo treads and risers with nonslip carborundum chips in the treads. The classrooms are plastered, with glazed tile wainscots.

Special school plumbing equipment has been installed. Low pressure steam heat is used. The electrical service was carefully studied and the proper outlets provided for instructional equipment and radio as well as for artificial lighting. The building was completed at a total cost of \$96,000.

The exterior of the new Bryan Station High School (above) is designed along modernistic lines.



The library, auditorium, gymnasium, classrooms and administrative offices are on the first floor.

A Measuring Stick for Evaluating Liquid Soaps

By FRED W. FROSTIC

Superintendent of Schools, Wyandotte, Mich.

EXTRAVAGANT claims are often made by salesmen and manufacturers regarding the qualities of liquid soaps and the raw materials entering into such soaps. Usually the buyer has little opportunity for testing the validity of these claims.

The cost of making a complete test of a soap sample in a reputable laboratory is about \$15. Unless the quantity of soap used is very large this cost is prohibitive. Even after the test has been made it may have little meaning because of the lack of a measuring stick or comparative analyses with other samples.

In order to make evaluation of such products more reliable and protective to the buyer, this article presents some general characteristics and principles for judging the value of liquid soaps together with a group of evaluated samples that may serve as a measuring stick in the selection of the product.

Don't Pay an Excessive Price for Water

By concentration is meant the actual percentage of soap in the solution, the real element for which the buyer spends his money. A concentration of 40 per cent soap at 60 cents a gallon means that after volatile matter (mainly water) is driven off, a gallon of dry soap would cost \$1.50 ($\frac{100}{40} \times .60 = 1.50$). On the other hand

with a concentration of 15 per cent soap at 50 cents a gallon, one gallon of dry soap would cost \$3.33. Assuming that the qualities of the bases are equal, the buyer pays \$1.83 for a little more than four gallons of water.

It must not be assumed that one should seek to obtain anhydrous soaps because they are cheaper. The 15 per cent soap should sell at 22½ cents a gallon to be equal in price to the 40 per cent soap at 60 cents a gallon. There is no objection to the water provided it is not excessive and provided it is not sold to the customer at a ridiculous price or does not increase the freight rate inordinately. Depending upon the use of the soap, a concentration of 15 to 20 per cent is best for general use. If soap of a higher concentration is purchased it

should be diluted on a carefully determined ratio to the percentage desired.

Soap bases of concentration above 40 per cent are often hard to dilute satisfactorily. The resultant liquid is often cloudy or even milky and filtration in a soap filter is required to clarify the solution. Heavy soap bases may be put into solution more easily by forcing live steam through the diluted soap mixture.

Water for mixing soap bases should be as soft as possible since water with high mineral content does not mix well with the base. It should be remembered that the preparation of soap solutions from heavy bases requires additional labor and some waste of material. These items should be charged against the per gallon cost of the soap. In many cases it will be found less expensive to buy a 35 to 40 per cent soap which dilutes more easily. Dilution should be done in the central storeroom to ensure a uniform product in all buildings.

In most cases the volatile matter in liquid soap is almost entirely water. To determine the soap content and the volatile matter the solution is evaporated under a heat of 105° C. and the dry anhydrous soap is left behind. This residue determines the concentration or soap content of the product and from this the comparative cost of the soap to the consumer is figured.

In liquid soaps the amount of matter insoluble in water is small. In bar soaps it may consist of talc, pumice or other scouring powders. Coloring materials are also here included. Such materials are superfluous.

Free Acids Irritate the Skin

Matter insoluble in alcohol consists of such materials as borax, soda ash, washing soda and sodium silicate which may be added as water softeners or as material to give "body" to the soap. Such materials may add materially to the free alkali content, thus producing undesirable effects on the skin.

Caustic soda or caustic potash are the alkalies used in the manufacture of soap. In liquid soap caustic potash is considered most desirable. After the interaction has taken place if the surplus alkali

COMPARATIVE SCALE FOR LIQUID SOAP ANALYSES

Sample Number	Soap Concentration Claimed %	Soap Found %	Price per Gallon \$	Cost per Gal. of Dry Soap \$	Volatile Matter %	Matter Insol. in Water %	Matter Insol. in Alcohol %	Free Acidity %	Free Alkali %	Glycerine %	Chlorides %	Quality Rank	Price Rank
1	40	40	.60	1.50	60.00	....	.09	.12	.....	3.69	.077	AAA	2
2	28	22.4	.35	1.56	72.25	....	.05	....	.04	5.28	.29	AA	3
3	20	20	.32	1.60	80.00	....	.07	T	.....	3.00	.25	AA	4
4	20	20	.32	1.60	80.00	....	.07	T	.....	3.00	.25	AA	4
5	23	23	.39	1.70	76.95	....	.08	....	.05	3.50	.30	AA	6
6	15	16.8	.34	2.02	83.18	....	.06	....	.05	1.80	.24	A	12
7	15	15	.40	2.67	85.00	....	T	....	.042	1.60	.27	A	15
8	15	15	.50	3.33	85.00	....	.04	....	.041	1.89	.30	A	18
9	20	20.1	.70	3.50	79.90	....	.014	.13	.....	1.08	.26	A	19
10	25	25	.50	2.00	75.00	....	.04	.14	.....	3.60	.29	A	11
11	20	20	.45	2.25	80.00	....	.04	.10	.....	3.00	.25	A	13
12	15	15	.75	5.00	85.00	....	....	....	.05—	1.50	.26	A	22
13	20	20	1.15	5.75	80.00	....	.048	....	.05—	2.00	.30	A	23
14	17.5	17.5	.53	3.06	82.50	....	.05	....	.05	2.00	.30	A	17
15	35	35	.47	1.34	65.00	....	.10	.12	.....	3.80	.63	BBB	1
16	35	35	.47	1.34	65.00	....	.10	.12	.....	3.80	.63	BBB	1
17	18	18.1	.35	1.93	81.89	....	.053	....	.052	2.20	.29	B	10
18	37	37	1.00	2.70	63.00	....	.025	.11	.....	1.65	.33	B	16
19	38-40	38	1.45	3.82	62.00	....	.09	....	.05—	4.00	.65	B	20
20	18	18.2	.75	4.12	81.78	....	.06	....	.056	2.10	.30	B	21
21	36	36	.54	1.50	64.00	....	.10	....	.07	4.20	.65	CCC	2
22	40	40.2	.68	1.69	59.79	....	.089	....	.078	3.72	.77	CC	5
23	40	40	.75	1.88	60.00	....	.12	....	.08	4.00	.80	CC	8
24	35	35.6	.65	1.86	64.40	....	.09	....	.075	3.69	.70	CC	7
25	35	35.1	.66	1.89	64.88	....	.10	....	.076	3.46	.69	CC	9
26	42	38	1.00	2.63	58.60	....	.14	....	.16	1.40	1.40	C	14

is not completely washed out it remains as free alkali and is corrosive to skin and hair. Soaps containing more than .1 of 1 per cent of free alkali should be avoided.

Free acids may result from an excess of free fatty acid such as oleic acid. They are also irritating to the skin. The amount of such material is low, if not altogether lacking, in all samples recorded in the accompanying table. The small amounts shown are probably not very irritating.

Glycerine is a by-product in the process of saponification. It is sometimes left in the soap or added as an emollient to soften and heal the skin and to make it more pliable.

After saponification the soap is separated from other materials in the tank by adding brine. After this the salt is washed out. If this is not well done some chlorides of sodium or potassium are left behind. These chlorides have no value and should not appear in quantities exceeding .3 of 1 per cent in liquid soap.

Practically all good liquid soap is made from coconut oil or olive oil. The grades of these oils vary considerably but herein lies a basis for exorbitant claims by some manufacturers. If a soap is made from inferior oil the resulting color and odor must be covered up by coloring matter and perfume. It is therefore generally better to purchase soap without coloring matter or perfume since these elements do not improve the soap and may hide undesirable qualities. The use of rosin as a basic material is for cheapening the process.

It is irritating to the skin and under no condition should it appear in liquid soap.

Specially labeled shampoo soaps are usually much overpriced and seldom perform the magic feats claimed for them. A good liquid soap is a good shampoo soap. Shampoo soaps often retail at a rate of about \$7 a gallon. On this basis the dry soap will figure from \$18 to \$25 a gallon.

Federal specifications set up for liquid soap are not especially stringent but may serve as a reasonable basis for classification. These specifications state that the concentration shall not be less than 15 per cent, that matter insoluble in alcohol shall not exceed .5 of 1 per cent, that free alkali shall not exceed .05 of 1 per cent and that chlorides shall not exceed .3 of 1 per cent. On this basis the soaps listed in the table were analyzed and classified by a reputable laboratory. No claims are made for perfection in the scale. It will serve, however, as an infinitely better guide for the selection of soaps than salesmen's talk or guesswork.

When a test of a product cannot be made under the superintendent's own direction, it is best to require a test to be made by the U. S. Bureau of Standards or by a reputable laboratory—not a laboratory maintained by the seller.

The scale can be used by locating the position of the test among the samples listed in the accompanying table. The price rank is only one element and should not be considered alone. Quality rank is a combination of adaptation to federal specifications and price.

Getting Ready for New Building

IN EARLY March, 1933, the yearbook committee of the National Society for the Study of Education met in Minneapolis to discuss its assignment to produce a volume on planning and constructing school buildings, the second departure of this society into fields complementary to direct instructional problems.

After two hours of meeting the only cheerful thing about the situation was the brilliant sunshine and mild weather that Minneapolis freakishly offered her many guests in midwinter. The task seemed hopeless because the committee felt that "no one is going to be able to build school plants for a long, long time." Despite the apparent hopelessness of the assignment, the several members went to work.

Two weeks ago the thirty-third yearbook (Part I) on "The Planning and Construction of School Buildings" came from the press and was discussed on Tuesday, February 27, at Cleveland. From the standpoint of timeliness, it is probably one of the most significant yearbooks ever issued.

Building Total May Reach \$200,000,000

A year ago the case for new school plants and even for the upkeep of existing plants appeared to be extremely dark. Even the most buoyant professional optimist could find few discernible rifts in the dark clouds of the depression. Within twelve months the situation has been completely changed. First, through the good offices of the National Council on Schoolhouse Construction, the plight of the school plant was brought before national relief agencies. Through PWA and then through CWA, allowances running high into the millions of dollars were made for new construction and for upkeep. The effect of these appropriations was quickly felt by the building industries. At the current rate of spending, at least \$150,000,000 worth of new work and repair work will have been allotted, including local appropriations, to public education physical plants by the end of the fiscal year. The total may even reach \$200,000,000.

At the meeting before which this yearbook was reviewed it was conservatively estimated that at least \$500,000,000 worth of construction would be necessary annually until 1940. It looks as if at least half of this amount might be provided through PWA during the next two years. The balance will be appropriated by the fast recovering

states. Never since the war has there been such a prospect of stimulation in the building trades and for manufacturers of equipment.

This new money will go into extended facilities for city school systems and to provide new plants for new types of school districts now evolving out of the planning activities that are rapidly progressing in many states under the stimulus and leadership of the federal planning board. The zero temperature of the Minneapolis meeting has been transformed into the summer heat of the Cleveland gathering.

The yearbook on buildings is most timely because there will be immediate demand for material on locating and planning buildings. While the yearbook itself is confined to a presentation of some of the more delicate and detailed problems in the planning and construction of buildings, it does serve the additional purpose of orienting intelligently the entire field of problems in the school plant and of serving as an integrating publication for some of the better literature now available in the functional planning of the public school.

The book has been developed in six sections as follows: Section 1, the Philosophy of the School Plant; Section 2, School Plant Planning Policies; Section 3, Educational Services; Section 4, Architectural Services; Section 5, Constructional Services, and Section 6, Financial Aspects of the Problem. The original plan provided for eight sections but the volume of material presented was so far beyond the budget resources of the National Society for the Study of Education that the contents were reduced to approximately 125,000 words.

Will Mean Better School Buildings

The book will save time, money and energy for educators and it will mean better school buildings for American youth.

The yearbook was prepared by the following committee: Prof. N. L. Engelhardt, Teachers College, Columbia University, chairman; Homer W. Anderson, superintendent of public schools, Omaha, Neb.; Prof. Ray L. Hamon, Peabody College; Prof. Frank W. Hart, University of California; Joseph H. Hixon, State Education Department, New York; Dr. T. C. Holy, Ohio State University; Prof. Arthur B. Moehlman, University of Michigan, and J. W. Studebaker, superintendent of public schools, Des Moines, Iowa.

Better School Practices

Seven Ways One School Avoided False Economies

One main objective during the depression has been to avoid false economy. Budget reductions have been met by the following: (a) limiting the repair program to those things that would mean false economy if left undone; (b) using part-time local teachers when vacancies occur; (c) enlarging the social science and upper grade English classes in high school; (d) reducing insurance through revaluation of buildings and equipment; (e) having textbooks rebound; (f) assigning more extracurricular duties to regular teachers, and (g) reducing the teaching force about 10 per cent.

No class, subject or activity has been eliminated from the school program. The budget has been reduced 20 per cent and the salaries 10 per cent, based upon a sliding scale.—R. L. HUNT, Superintendent of Schools, Madison, S. D.

School Adopts Teachers' Budgetary Allowance Book

For three years the Ironwood schools have been using a teachers' budgetary allowance book for the control of supplies. The book was originally designed and has been improved each year by A. B. Johnson, business manager.

For requisitioning and issue of supplies most commonly used and carried in the stock room, the book lists such items as erasers, glue, ink, paper and the like. To the left of each item is space for the teacher to indicate amounts wanted. To the right is space for amount allowed. Then follow spaces for amount issued monthly for the school term and for summing up usage during the year, amount returned to stock room, total cost for the room of each item and per pupil cost.

Purposes of the allowance books are:

1. To secure accurate and final requisitions from each teacher to be summed up for each building in a master book, the building books in turn being totaled for the whole system and used as a budget basis.

2. To maintain an orderly release of supplies so that each teacher receives only her allotment and budget estimates are not exceeded. In the fall each teacher's book shows the amounts of supplies allowed for the year and

supplies are issued and charged against amounts indicated in the allowance book.

As experience accumulates, standard allowances for staple supplies will be set up. This practice was started last spring when, instead of having each teacher fill out an individual book as a requisition base, selected committees from each grade, using the experience of two previous years, worked out standard allowances for each room in that grade. Ultimately the book will be solely a basis for issuance and control of supplies.

Principal benefits derived from using the book are (1) more careful estimates by teachers of supplies needed, with a resultant saving in cost, (2) ready comparison at the superintendent's office of amounts requisitioned and averaging of unreasonable and too meager requests, (3) an accumulation of experience that will make possible a standard allowance fair to all, (4) accurate information rather than guesswork in compiling the amount of supplies to be budgeted, (5) orderly control of the issuance of supplies as budgeted so that the budget is not exceeded and (6) definite information on per pupil cost of each item supplied and for all supplies.

The allowance book also contains printed forms for a room inventory and requests for special supplies, repairs, janitor and maintenance supplies.—ARTHUR E. ERICKSON, Superintendent of Schools, Ironwood, Mich.

College Criticism Brings Revamped English Courses

We had experienced the same criticism of English teaching that I imagine most schools have had, namely, that college and university English professors think our high school graduates show no indication of ever having studied English. We gave standard tests on language forms and usage from the third grade through the twelfth. Tests indicated that we were teaching certain language

forms in the lower grades that were too difficult for pupils of that age to master, and that others were being taught in higher grades that were already well known in the earlier grades of the schools.

As a result, we revamped our English curriculum to provide for proper grade placement of these language forms and our curriculum has been considerably improved. We also decided that only by constant repetition of even the simplest language forms could we be certain that our pupils would know the right form when they needed to know it. For that reason, we have introduced a review of all language forms during the last semester of the senior year of high school.—A. S. JESSUP, Superintendent of Schools, Cheyenne, Wyo.

Kindergarten Cuts Costs by Running Two Shifts

Previous to March 1, 1932, our kindergartens were operated only from 8:45 to 11:30 a.m. From forty to sixty children were enrolled under instruction of a director and an assistant. Kindergartens were rooms not in use in the afternoon. The director did some assisting and coaching in primary grades and the assistant acted in a clerical capacity in the building. Pupil cost for instruction under this plan was \$50.53.

When it became necessary to curtail expense the schedule was rearranged to provide for a morning session from 8:45 until 11:30, and an afternoon session from 1:30 to 3:30. The same number of children are accommodated under the instruction of the director, who works alone. Pupil cost for instruction under this plan now amounts to \$33.58.

The younger group of children come in the morning until February 1, at which time the groups are reversed.

The plan has proved satisfactory to parents. Principals and kindergarten teachers like it better and think the children work to better advantage. Of course, I realize this is not a new discovery in education but it illustrates how another school system has "drawn up its belt."—W. H. SLAYTON, Superintendent of Schools, Waltham, Mass.

If you have practical suggestions that might help other school administrators The NATION'S SCHOOLS will be happy to have them for inclusion on this page

Modern School Feeding: A Three-Way Educational Program for the School Lunchroom

By MARY deGARMO BRYAN

Department of Institution Management, Teachers College, Columbia University

SOME of the criticism that has been directed at the educational system has been focused on failure to make full use of the school cafeteria for educational purposes.

Food selection in accordance with nutritional needs and food standards through proper preparation have been taught in home economics courses for years. Such instruction, however, is available only to girls, and recently boys, who select the courses, and it is of necessity limited in amount by other curriculum demands.

Teachers of physical training and health education have talked in classrooms and gymnasiums of the importance of strong and vigorous bodies. Physicians and nurses have given physical examinations and sent word home to parents that chil-

dren were underweight—in a country that is paying its farmers to produce less food.

Teachers realize that hungry children cannot be taught. Parents have given what money they could afford to children to spend for lunch without concern as to how it was spent. Or lunches have been sent from home that were frequently unappetizing and inadequate. Principals in many communities have turned over their lunchrooms to be run by concessionaires for their own profit or by managers, usually untrained in nutrition and food management, who operate them without regard to their primary reason for existing.

These conditions still exist in many schools, but during the past few years remarkable progress has been made in bringing the lunchroom and the



Guidance in the proper selection of food is stressed at Lincoln School, New York City.

classroom together for the benefit of the children. It has become obvious to persons within the school system that the cafeteria is the real classroom for teaching nutrition to all pupils through the service of properly selected, adequate and attractive lunches during the twelve years of school life, and that these nourishing meals are necessary to build healthy bodies. It has likewise become apparent to parents and others outside the school system that the success of the entire school program depends on the health and well-being of the pupils and that the adequate school lunch is therefore one of the vital functions of the educational system.

Much has been written on the use of the lunchroom, in city and rural communities, not only for the development of good health as it is affected by good nutrition, but for educational purposes as well. Educational opportunities of the lunchroom may be summarized briefly under three general divisions—teaching in the lunchroom itself, correlation of lunchroom practices with classroom teaching and extension of the educational program of the lunchroom into the community.

Teaching in the lunchroom is concerned largely with training pupils in the selection of food that meets their nutritional requirements. There are several successful methods.

In schools where numbers are sufficiently small and lunchroom staffs are sufficiently large to permit supervision of every tray, selection may be made from a number of foods on the counter. The tray is then approved or supplemented by the supervisor. Lunches may be rated as "A," for example, if they contain, in addition to some main dish, milk and a vegetable or fruit; "B" if they contain one without the other and "C" if they contain neither. Various types of similar rating devices are used and in a number of schools where results of these systems have been studied it is evident that they do increase the consumption of protective foods.

Manager Should Have Faculty Standing

In order to make supervision of selection most effective, the lunchroom manager should have faculty standing in the school. If enough cooperation with parents can be built up, the manager should also have the authority to see that pupils eat all the food they select. This is valuable from both the economical and the physical points of view.

New or important foods are prepared with special care to present an attractive appearance. Appeal to the eye is a potent aid in food selection. Attractive dishes such as colored casseroles and colored glass dessert dishes are used to improve the appearance of food.

New or less popular foods are combined with

popular foods in a combination dish or a combination plate. Combinations of foods on the counter are varied from day to day so as to keep the pupils interested and surprised. Foods are arranged on the counter so that soup and main dishes come before desserts.

Prices are adjusted so that foods of highest nutritional value have the added appeal of low price. For example, milk is sold at purchase price or frequently below. Fresh fruit is sold at purchase price. Combination dishes containing vegetables are sold at little above cost.

Developing Good Nutrition Habits

Complete lunches are served at prices that will induce pupils to select them. Observation in large cafeterias where trays are not supervised shows that most pupils choose their food poorly and that the best teaching procedure is to serve them simple, well selected lunches containing the foods they should have. Such lunches are meeting with marked success in all parts of the country. They are varied from day to day and some choice may be offered in the main dish, sandwich or dessert. Children learn in this way to like foods they would not select of their own accord. Eating proper foods in palatable combinations develops good nutrition habits and selection of proper foods will become almost a matter of course at other meals and in after school years.

A matter of prime importance in teaching the selection of food is that high standards of quality and preparation must be maintained in all dishes offered for sale. It is foolish to make a child select a certain dish and urge him to eat all of it when the quality is so inferior that any person with sensitive taste would refuse it. Children buy with their eyes first, but if the food does not live up to its appearance the lunchroom has lost a great deal of ground. Children do not desire highly seasoned foods but they want the dish they select to taste like the thing that it is supposed to be and not like a conglomeration of left-overs. High quality, flavor and attractiveness should be the keynotes of the lunchroom's food policy.

Teaching opportunities in the cafeteria, however, are not limited to the field of food selection and the development of good food habits. Instruction in attitude and in the job itself is given to pupil workers. As checkers, waiters, waitresses, counter servers and occasionally as dishwashers, pupils are paid for their work in cash or its equivalent in food. All pupils working in a cafeteria where principles of good management are observed will gain knowledge and experience of lasting value.

Except for the cafeteria, there is remarkably



In the cafeteria, pupils may relax and learn to meet other pupils easily, and to behave in a socially acceptable manner.

little opportunity for social training in the average public school. The program is highly organized and the hours are carefully filled with classes or supervised activities. In the cafeteria, however, pupils may relax from the tension of work and play and learn to meet other pupils easily, to understand them and to behave in a socially acceptable manner.

The short lunch period allowed in some schools is harmful from the health standpoint and impossible from the social standpoint. Children gulp their food, sometimes while standing. They speak to no one and are hurried out of the lunchroom as soon as possible. A lunch hour of thirty to forty-five minutes is essential if pupils are to enjoy the meal and to profit by social contacts. In some schools where forty-five minutes or an hour is allowed for lunch, hosts and hostesses for each table are chosen for a semester period. They are responsible for the general atmosphere of courtesy and good order in the dining room. They direct the seating and see that pupils remove used dishes. Entertainment is occasionally planned by them for their table groups to fill the time after the luncheon is eaten.

School parties such as basketball and football banquets, club meetings and dances—all valuable social experiences—can be held in the cafeteria and special occasions can always be featured in the

food service. A special dish to suit an occasion or a holiday is always hailed with delight by pupils and the lunchroom manager who has the facilities to take advantage of these opportunities gets as much pleasure out of them as do the pupils.

The noon lunch period is a good time to teach table manners. This project can best be undertaken by serving a sit-down meal to the pupils. A hostess at each table sees that the lessons are followed up.

Correlation of classroom teaching in other departments with practices in the school lunchroom is arousing great interest at the present time. This is probably due to a general appreciation of the importance of proper nutrition, to the wider employment of trained cafeteria managers with a teaching point of view and to the realization that things seen and done are readily remembered. There are several popular methods of such correlation, exclusive of food problems in subject matter of arithmetic, chemistry and physics courses.

The home economics teacher finds many ways of using the lunchroom. She ties up her classroom instruction in food selection with actual practice by using the daily menu of the cafeteria as a basis for her class work. Together with the dietitian, she can arrange for a daily discussion of the menu and for advice to be offered in selection from it during the home room periods of all grades. Her

pupils, rather than the manager, may rate the trays as they pass the checker, using cards of various colors for this purpose.

In some small schools food preparation is taught by having the classes aid in the actual preparation of lunches. In this case it is essential to be sure that the pupils are not exploited. Work must be changed frequently. Children must be interested and instructed by allowing them to help in planning meals and estimating their nutritive values, in estimating costs, in determining the use of leftovers and in purchasing foods.

The home economics teacher takes groups of pupils on sightseeing trips through the kitchen with the assistance of the dietitian. Foods classes are usually the first groups taken through, but the trips are popular with boys and girls of all classes. Trips of a practical nature to markets, dairies, canneries, bakeries and factories are valuable in supplying background for food work and also serve for points of discussion in social studies courses dealing with food production and in hygiene courses dealing with sanitation in production and handling of food.

Posters Decorate and Also Teach

The art department is frequently enlisted to make the lunchroom more attractive by applying wall treatments or hangings. Art students also prepare posters that convey in pleasing form information as to foods and health. These posters may recommend specific luncheons for the athletic boy or the athletic girl and may be prepared with the cooperation of the physical education department.

Plays, exhibits, movies, lectures, health assemblies and campaigns dealing with health and the importance of proper food are excellent teaching devices. The cafeteria manager cooperates with the departments of English, art, health and physical education and home economics and with the school nurse in arranging for them.

Great interest in diet can be aroused by exhibiting at intervals white rats used in nutrition experiments arranged jointly by the home economics and natural science departments. Natural science and art departments may arrange on some central table in the lunchroom exhibits of fruits and vegetables in season.

The health department, with the cooperation of parents, works closely with the lunchroom manager in the service of special diets or additional foods to all children requiring such feeding.

The commercial department finds the cafeteria a valuable practice field. Commercial students are trained in all phases of the business management of the cafeteria such as the set-up and keeping of

records, accounting, cashiering and posting of inventories. In schools not requiring regular accountants, commercial students may assume responsibility for many of these procedures under adequate supervision of instructors. Even in larger systems commercial classes frequently work with the accountant and clerical assistants.

Attempts to carry over the educational program of the lunchroom into the community, while comparatively recent, are meeting with success. The manager's closest contact with parents is usually through the parent-teacher association. This group is always keenly appreciative of the manager's efforts and is cooperative at all times. Through them the manager enlists the interest of parents in the food being served and suggests lunches that may be brought from home to supplement some food to be bought at school. Menus for the week are sent to each home and in many towns these are published in the newspapers. This keeps the mothers posted as to the dishes served and their cost and enables them to avoid repetition of the same dishes in planning the home meals. Mothers are urged to visit the lunchroom and eat with the children and to attend lectures and exhibits.

From the standpoint of community education, the feeding of hundreds of thousands of indigent children in school lunchrooms daily during the past three years has been of greatest importance. This feeding has prevented an even higher incidence of malnutrition than now exists and has made it possible for many schools to function at all. Some of this emergency feeding may be reduced to smaller scale when parents secure employment and children, especially in elementary schools, can be fed at home at noon. But the lessons learned will carry over into better feeding at home and strong support for the department serving hot, nourishing lunches at school.

Five Ways of Providing Hot Lunches

There are various ways for carrying out the hot lunch program in schools. Five different methods are listed in an article by Mrs. John Wilson in *South Carolina Education*, as follows:

1. Each child brings to school a glass jar containing some food to reheat. These jars are placed in a pan of water and the food is heated thoroughly before serving.
2. Children bring from home such provisions as can be spared conveniently. These provisions are used in preparing the hot lunch for the whole group.
3. Well balanced meals may be provided by soliciting provisions from school families.
4. School earns money for hot lunches through entertainments, or charges each child a small amount to help pay for his lunch.
5. Mothers in the community take turns providing one hot dish a day for a period of a week.

Common Elements in City and School Planning

By RUSSELL A. HOLY

Teachers College Fellow, Columbia University

CERTAIN major principles seem to be common both to city and school plant planning. First among these is the principle that when capital outlay on expenditures is made, it should be thought of as serving over a long period of time rather than for only a short period. This principle places a special premium on long range planning.

In the past few years the plans that have been advanced for various cities have given consideration to developments over a period of at least fifty years. When the planning commission of Cincinnati adopted a plan of the city in 1925, this comprehensive report included a conception of the city in 1975. Throughout the entire plan, what the city is to be fifty years hence was in the minds of those responsible for the report.

Permanency Is Another Objective

With respect to school buildings, the application of the principle of long range planning would mean that no community should be expected to duplicate within seventy-five or a hundred years a school building that is built today. It is true that changes may be necessitated in the structure. The building, however, should be designed in a manner that such changes will be readily possible and so that any necessary additions can be made without the loss of money that has already been invested in the plant.

A second common principle in planning is that when an improvement is made, it should be as permanent as is possible. This means that a street planned today will not need to be changed or closed up in ten or fifteen years, that a school building erected today will not have to be abandoned or torn down in a few years because the population it was planned to serve has moved to another part of the city as a result of expansion.

Violation of this second principle is extremely costly. Too large a part of city planning has consisted in the correction of mistakes.

School authorities, in planning for a school building program, must have some idea of the general plan of the city if the public is to get the maximum returns from its educational system. If

buildings are to render a long period of usefulness, those projecting the school building program must anticipate the city's growth. It is much easier to predict the growth of a city, especially in certain directions, if there is a well devised city plan that will direct the development of the city along systematic lines.

When there is no cooperation between the two planning agencies, there is almost certain to be overlapping of effort. This, however, is not the chief disadvantage as it is of mutual benefit to develop the two planning programs together. If the superintendent of schools is a member of the planning commission, it will be a decided advantage in bringing about a closer coordination between the interests of the school and those of the city.

Theories Have Changed in Recent Years

Finer cooperation must be developed between those who are responsible for the planning of school playgrounds, city parks and city playgrounds. The theories on which these three types of recreational facilities have been developed have shifted considerably within recent years. Parks as well as playgrounds are necessary for educational purposes. Furthermore, it should be recognized that school playgrounds should not be sacredly set aside for a few hours a day and denied the opportunity for service during hours and days when school is not in session.

Economy and logic dictate the cooperative planning of these three community facilities. If our cities are to become more desirable places in which to live, educational and recreational opportunities must be advanced hand in hand. This is an obvious tendency on the part of city and regional planners, and seems to be commendable.

Both Have the Same Objectives

City plant planning and school plant planning are aiming at the same ultimate accomplishments. Of this, many participants in both phases of this work have not been conscious. The literature of the next ten years in both fields should show a wider appreciation of the work that must be done in common if better cities at less cost are to be the result.

The most desirable plans for a city can be worked out only when both the city planning commission and the school authorities directly responsible for the school plant program develop their future plans together. There should be close cooperation between the two planning groups.

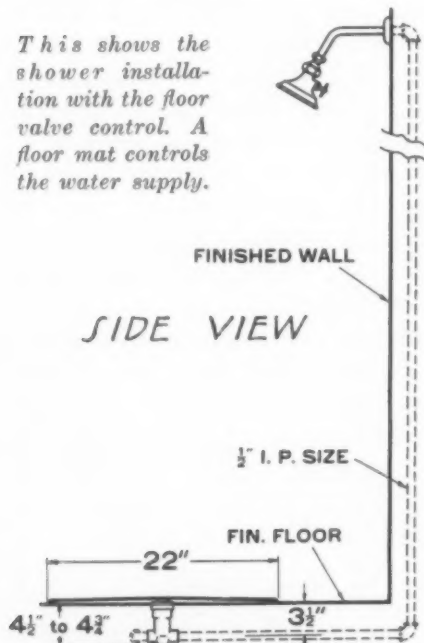
MODERN PRODUCTS for the SCHOOL

Floor Valves for Shower and Lavatory Controls

New facilities for hand washing that are sanitary and encourage efficiency and economy are suggested by the use of the Sloan lavatory floor valves, made by the Sloan Valve Company, 4300 West Lake Street, Chicago.

With a floor valve, there is no necessity for the hands to touch any part of the equipment. The user simply walks to the lavatory, places his foot on the floor button control, and washes in the water spray that comes from a single spray faucet. The user cannot leave the water running because the water stops as soon as pressure is removed from the floor control. Washing in running water is the most sanitary and the fastest hand washing method. It eliminates individual water adjustment for temperature, and lavatory

This shows the shower installation with the floor valve control. A floor mat controls the water supply.



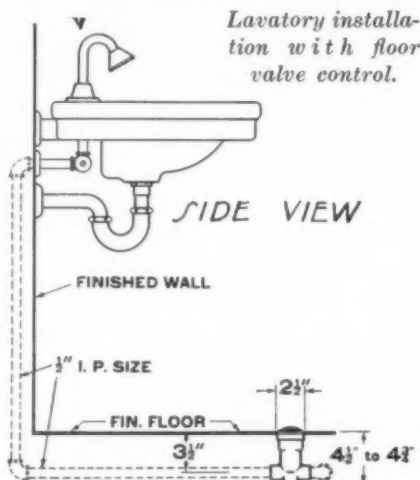
bowls are not filled, thereby wasting time. The lavatory is left clean after use because it is untouched by soiled and soapy hands, and dirty water has not lain in the bowl.

Either cold or tempered water may be used with this fixture. If tempered water is desired a mixing valve and tank may be connected to the supply main and water of a uniform temperature supplied to all lavatories.

The Sloan shower floor valves have mechanical features similar to those incorporated in the lavatory floor valves. A special rubber floor mat

controls the water supply, and the water flows only while the user stands on the mat. A regular floor valve is located in the water supply line beneath the mat. No water adjustment is needed because tempered water is supplied, thereby saving time.

A single shower in a gang may be connected directly to the water supply



if a cold spray is desired after the warm shower. In some instances this type of shower room will reduce the number of shower heads needed because less time is required for a shower. Also, the shower room space may be made smaller, effecting an economy in building, installation and operation.

New Lawn Sprinkler Covers Square Area

A revolving lawn sprinkler that sprinkles an exact square is a new product of the Hoover Steel Ball Co., Ann Arbor, Mich. The Rain Square Sprinkler, it is stated, has reduced



water consumption by as much as 50 per cent.

The sprinkler covers a perfect square of lawn of any size up to 40 by 40 feet. This enables it to reach corners without wasting water sprinkling the sidewalk, passers-by, the driveway or the building. Waste due to overlapping also is eliminated by this square type sprinkler.

The Hoover design precludes leakage at the head of the riser pipe and ensures uniform distribution of water over the entire area, from the base of the sprinkler to the very edge of the square. This eliminates bare spots as well as overdrenched areas. Economy is achieved by an arrangement that completely diffuses the water and provides a gentle mist like spray.

These new principles of construction and the use of stainless steel ball bearings permit the sprinkler to operate even under the lowest pressure. The need for oiling and greasing is eliminated, and long life is assured by the use of solid bronze, and a simple design that does not require washers, springs or other parts that ordinarily wear out in service.

New Trade Pamphlets

The Stewart Iron Works Co.—It is announced in a recently published leaflet that the Stewart Iron Works Co., Cincinnati, has taken over the manufacture of a line of metal folding chairs to be marketed with its line of wire fences. The leaflet gives a general description of these new folding chairs. Among the chairs described are: an outdoor folding chair in an aluminum finish that may be used on playgrounds and athletic fields, a junior model chair for children, two upholstered, rubber tip models for indoor use, and a high stool with back attached. Twelve of the Foldwell type chairs will pack into twelve inches, and 150 chairs may be stacked in a space 4 by 4½ feet.

Republic Steel Corporation—"The Technical Story of Toncan Iron Pipe" is a new booklet now being distributed by the Republic Steel Corporation, Youngstown, Ohio. The booklet contains facts, figures and technical data on the manufacture, applications and performance of Toncan iron pipe which will be of interest to the superintendent and technical man.

Oberholtzer Is Elected President of Department of Superintendence



E. E. Oberholtzer

SUBZERO weather and stormy skies greeted 9,000 delegates to the annual convention of the Department of Superintendence in Cleveland last week. It was the coldest meeting in years but barometric conditions failed to damp the enthusiasm of the leaders in administration and supervision who came from all parts of the continent to take counsel with each other and to listen to leaders in educational and lay fields. The attendance, double that of the 1933 meeting, was all the more remarkable when the fact is taken into consideration that practically every delegate had to pay his own expenses.

It was a highly successful meeting. Supt. Paul C. Stetson, Indianapolis, fully lived up to the declared expectations of the superintendents who elected him president in the most crucial year of the organization's history. Doctor Stetson's work program, in which every member of the organization had a chance to bring his own experience and pool it with that of others in small committee groups and in numerous panel discussions, made it a working conference instead of the usual listening type.

Schools Are on the Upgrade

These discussions were well attended throughout the week. The general session speeches and those presented at sectional meetings were much more rational and optimistic in tone than last year's speeches. The administrators seemed to feel that the low point was past and that the schools were slowly pulling themselves out of the mire of depression. The period of kicking dead horses around is also behind

us and educators are getting back to the fundamental need of solving their major problems by reorganization within each state and their minor problems by going straight to the people within their communities.

The city of Cleveland offered its usual hearty brand of hospitality and only the bad weather early in the week prevented more superintendents from seeing as much of the local schools as they wished. One of the outstanding convention features was the excellence of the musical programs presented by junior and senior high school pupils prior to each meeting. There is nothing finer in the entire program of the Cleveland schools than their excellence in the field of fine arts, a proficiency that distinctly marks their progressive character.

The New Officers

This huge convention with its hundreds of daily meetings was carried out without a hitch. Secretary S. D. Shankland's excellent staff work set a high mark for future gatherings. Dr. Belmont Farley, in charge of publicity, worked so effectively that newspaper publicity was twice as great as that accorded any preceding convention of the department.

It looked on Sunday as if there might be a regular old-fashioned political struggle for the 1934 presidency but by Tuesday the convention had settled upon the one leader it desired to honor and the highest office went to Supt. Edison Ellsworth Oberholtzer, for the past ten years superintendent of schools at Houston, Tex. Like so many prominent administrators, President Oberholtzer is a Hoosier. He left his native state many years ago to become one of the outstanding superintendents in the Southwest. His election definitely marked the determination of the Department of Superintendence to remain fairly conservative rather than to follow the lead of the advanced progressive segment represented by Teachers College.

Supt. A. J. Stoddard, Providence, R. I., was elected second vice president. Dr. Paul C. Stetson automatically became first vice president and



Paul C. Stetson

Supt. George C. Bush, South Pasadena, Calif., is the new member of the executive committee of the Department of Superintendence.

Dr. Thomas C. Holy, Ohio State University, was elected president of the potent American Educational Research Association, Dr. Phillip Boyer, Philadelphia public schools, became vice president and Mrs. John K. Norton was appointed as the new member of the editorial board.

One of the features of the week was an innovation on Monday night when 2,100 superintendents sat down to the first convention dinner in the public auditorium. Another feature was the annual dinner of the Associated Exhibitors of the N. E. A. at which the award for educational achievement, an illuminated parchment book, was presented to Dr. Walter Damrosch for his pioneer achievements in public school music.

Department of Superintendence

In addition to the general addresses produced in full in the first section of this issue, abstracts of other important addresses and high points of the reports of the seven major committees are presented briefly here.

SUPT. FRANK G. PICKELL, Montclair, N. J.:

If the elementary school is to be comprehensive, it must be reorganized in terms of present day conditions, and insofar as possible the controlling motive or purpose must be to prepare boys and girls to understand and appreciate the problems arising out of the changes taking place in our social order.

Teachers in this new school will be challenged as never before. They must be better trained and have a broader understanding of social problems. The challenge to teachers can be met only by more careful selection of prospective teachers and development of professional training courses that aim at social and civic alertness. Instead of placing a premium upon mediocrity by going out into the market and purchasing the services of the cheapest



Frank G. Pickell

teachers available, we must take the uncompromising stand that only those who are wise, intelligent and capable enough to reduce the implications of our changing social order to a working school program shall find service in our elementary schools. Here we have children at the most plastic age, and this is peculiarly the time to develop in them a spirit of tolerance and those habits and attitudes that will promote a spirit of open-mindedness toward change and the conditions under which they will live and work as adults.

An elementary school organized in terms of social outcomes will differ greatly from the traditional elementary school. It will, as an effective instrument in a changing democracy, be markedly superior to the school of 1929. This newer type of school will cost no more than the traditional school and it may cost less. It will produce better results, no matter what the cost level upon which the school must finally operate.

EDNA MORGAN, principal, Robert Fulton School, Cleveland:

The twentieth century has profited by the slow growth of freedom of thought, beliefs, conduct and customs. This freedom is one of the determining factors of modern education. Many of the old social controls have gone and education is forced to supply other factors in their place. Responsibility that formerly belonged to the family is now assumed by the school.

The school looks after the physical and moral development of the child. The corrective health program includes recommendation and proper fol-

low-up by school physician, nurse and dentist as well as health instruction by classroom teachers. The preventive health program considers that daily inspection of children is important. Children understand the need for safeguarding the health of the individual for the protection of the group. The school must also provide a character building program to fit present conditions.

Recent social and economic conditions have made these phases of education of vital importance. It is no longer believed that education is for the sole purpose of acquiring facts; rather, it must discover and develop to the fullest the natural abilities of each child. Education for social adjustment requires recognition of individual differences and the development of abilities responsible for these differences. The degree to which education is able to discover these differences and educate differently will control the degree of social adjustment of the individual.

Three factors are seen in this problem for education—school discipline that socializes the child, a curriculum carefully and wisely planned and sound teaching methods.

PRESIDENT WILLIAM LOWE BRYAN, Indiana University:

The dictators and their followers say that America which lately fought to make the world safe for democracy will and should abandon democracy as a failure and yield to control of a dictator. We face the question which Lincoln stated at Gettysburg, "whether our nation or any nation dedicated to liberty can long survive." The answer will be found in what our people and especially our young people fundamentally believe and will to establish.

It is a profound merit of the national movements in Russia, Italy and Germany that millions of the people, especially the young people, believe in something with all their might.

What do our youth believe? What do you school men believe? What do you believe that you will fight for as the youth of Russia, Italy and Germany fight under Stalin, Mussolini and Hitler? If the bludgeonings of fate have beaten you out of your prosperity and also have brought you and the youth to disillusion and despair, you and they and our nation approach bankruptcy without remedy.

There is an ideal better than that of any dictator. I have heard it stated by a great Jew. He said that his race had survived the defeats and despairs of thousands of years because through

everything they have clung to the Torah—the will to live and to live victoriously. If we have that will we shall surrender our hard won liberty to no dictator. We shall live through Valley Forge and Gettysburg and whatever may befall, to maintain a state wherein good order and liberty unite—a democratic state made safe for the world. Good order and justice with liberty—that is the religion of democracy.

SUPT. H. G. CAMPBELL, New York City:

Educators in the past have emphasized the good life as resulting from the influence of the good teacher, the spirit of the well regulated school and the radiative power of literature, geography, history and civics. These are all important but we must do more. The schoolroom must become a moral and social laboratory where the old verities of honesty, probity, good will and tolerance are analyzed and rationalized and the ways of right are justified to youth. It is not only the what of the moral life we must seek. The why is equally important and until the young are convinced that this moral life rests upon a firm foundation, the structure so elaborately raised in school may later be shaken. It may be well, therefore, to bring the fundamental problems of morality into the



H. G. Campbell

classroom where reason and ripe experience may analyze them and to have the pupils apply the general principles evolved to everyday experiences.

WILLIAM J. SHRODER, past president, board of education, Cincinnati:

If the functions of public education are to be enlarged not only by the needs of the age group now in the schools, but also by the necessity of retraining for other industries adults who have lost their places in economic life, and to serve adults who require training for the constructive use of their increased leisure, where are we to find the necessary support? Some advocate centralization of educational

responsibility in the state. Others look forward to federal support.

If there is any way of avoiding these alternatives, the way should be found. While doubtless such centralization would be of advantage to the poorer and more backward sections of the country, it would be distinctly to the disadvantage of the urban communities which must care for more than 50 per cent of the people. These alternatives can be avoided only by directed, continuous and intelligent effort toward creating public understanding of the functions, methods and plans of the public schools.

JOHN S. THOMAS, chairman editorial committee, Department of Elementary School Principals, N.E.A.:

The 1934 yearbook on "Aids to Teaching in the Elementary School" should be of help to principals in formulation of education for the new age. This yearbook concentrates attention upon many aids to teaching which have been used only sporadically and describes the use of other aids that are almost unknown in many schools.

The 1934 yearbook is progressive. In spirit it looks to a wider opportunity for all children to learn. In practice it provides a variety of materials and methods from which each child may choose according to his ability and his interests. In its spirit of helpfulness, in its planning for the future and in its attempt to be practical, the yearbook denotes a sincere belief in providing better elementary school education.

Each chapter of the yearbook, complete within itself, describes organization, uses, future possible values and appraisal of the aids included under its general heading. Two general chapters open the yearbook. These are followed by chapters on pictorial and graphic aids; object materials; trips and excursions; slides, still films and opaque projections; motion pictures; duplicating machines and typewriters; radio and sound equipment; summary of research, and sources of aids.

True economy in education does not necessarily mean that education must cost less. Increased effectiveness of teaching by the use of some of these aids more than offsets the additional expense incurred for materials and equipment.

It is the hope of the editorial committee that this yearbook will be as helpful to the principals of the country as its forerunners have been and that it will help to make the elementary school as dynamic and real as the society of which it is a part.

SUPT. THOMAS W. GOSLING, Akron, Ohio:

In the new program of secondary education, school will not be one thing and life another. They will be united into one great experience. Work and play, books and handwork, libraries and laboratories, recreation and social service will combine in the secondary school to make pupils understand that education is not limited to schooling. The whole of life educates. And so the secondary school of the future will draw society into its service. Without cooperation between the school and organized society, its churches, its theaters, its museums, its business and industrial and professional life, the work of the schools will inevitably have a certain futility. If society needs



Thomas W. Gosling

the school for self-perpetuation, so the school needs society for affirmation of its purpose.

In order to put into practice the general principles heretofore suggested, it is not necessary to discard all of the subjects which for a long time have had an honorable place in the school program. It is necessary, however, to view them in a new light.

American Educational Research Association

DIRECTOR W. W. KEMMERER, public schools, Houston, Tex.:

It is possible to maintain through an activity curriculum the same standards of achievement in fundamental skill subjects as are maintained when these skills are taught through logically organized subjects according to fixed daily teaching schedule. Less time than is given to formal drill in the curriculum taught by formal subjects is needed in the curriculum taught through activities. There is more time and more opportunity for development of creative self-expression in an activity curriculum. An activity curriculum allows more time for real education. Pupils acquire more information through an activity curriculum. Pupils engaged in activi-

ties read more general literature than do those following the more formal curriculum. The activity curriculum increases the pupils' interests in school and other worth while activities. Following a curriculum based on activity tends to improve greatly the quality of teaching.

PROF. H. T. MANUAL, University of Texas:

The Southwest is an extensive territory with a relatively small population, but the child of the crowded tenement is found as well as the child of the isolated ranch. In the four states bordering upon Mexico one child in eight comes from a Spanish speaking home. About 35,000 who know little or no English become of school age each year. In some districts and schools the population is entirely Spanish speaking; in others the proportion varies from zero up.

When these children enter the public schools they are taught in a language foreign to them. Many never have an adequate opportunity to learn either Spanish or English and are therefore handicapped in a greater or less degree for life. The educational problem is complicated by the inferior socio-economic status of large numbers and in some places by the indifference and antagonism of the English speaking group. On the average, the children are retarded in their progress through the schools and stand relatively low on educational tests.

HARRY A. CARPENTER, public schools, Rochester, N. Y.:

While we have not attempted to draw any conclusions as to the superiority or inferiority of the radio method of teaching science as compared with the traditional method, certain pertinent observations are as follows:

1. Radio teaching provides a way of presenting science accurately, interestingly and effectively to large numbers of pupils in elementary schools and small country schools where teachers with necessary science training and equipment are not available.

2. Inasmuch as the routine of lesson preparation and presentation, directions for activity work and unit tests are the responsibility of the radio teacher, the classroom teacher may become a remedial teacher. Relieved from some of the routine referred to, she may spend her energies to better advantage assisting and stimulating individuals in her class to maximum individual effort.

3. Radio teaching interests large

numbers of adults, including parents, in the work of the public schools, not only because of the instructional material but because they are able better to understand and appreciate the newer objectives of education.

4. Radio teaching properly executed is an important means of training teachers in service.

5. Undoubtedly radio teaching has entered the schools to stay. Properly developed, it will become an aid to better teaching and not a substitute for teachers.

DR. WARREN W. COXE, New York State Education Department:

Recent developments indicate a better understanding of the problems involved in the high school-college relationship. The problems involved are the same in all parts of the country even though college entrance practices may differ. The problems may be classified under three headings: (1) problems of establishing more flexible entrance requirements, (2) problems relating to a more adequate appraisal of pupil qualifications for college work and (3) problems relating to continuity of training between high school and college.

DR. P. W. HOLADAY, Shortridge High School, Indianapolis:

A problem consisting of an analysis of the amount of specific information concerning action and characterizations remembered from moving pictures and retained over a period of time and of an analysis of the general information gained and retained from motion pictures, was studied. Summarizing briefly the statistical data from this study, general information of the type shown by the pictures is increased 12 to 34 per cent when the pictures contain correctly shown information. The effect of time and possibly of later experiences reduces these percentages of informational increase, but at the end of a month and a half there remains a semipermanent gain of 13 to 27 per cent over the knowledge of this type possessed before viewing the picture.

If general information is shown in a contrary-to-fact manner in the pictures, it is believed to a certain extent. General information decreases, or rather misinformation increases 8 to 37 per cent on this type of material. The younger observers credit this misinformation to a larger extent over a longer period of time, and at the end of a month and a half all age groups have a loss in information of this type amounting to approximately 20 per

cent. These percentages do not seem alarming until the cumulative effect is considered. Seeing ten gang pictures spaced through a year will cause an increase in knowledge of gangdom which amounts to nearly ten times the amount possessed at the beginning of the year.

PROF. PALMER O. JOHNSON, University of Minnesota:

Before we can make much headway in the improvement of teaching, it is essential that we develop examinations that measure accurately the consequences of present teaching. A statement of the outcomes of instruction in specific terms of what the student is to do in order to reveal the extent of his acquisition provides a basis upon which to project a measurement program.

PROF. CHARLES C. PETERS, Pennsylvania State College:

A study of the relation of the morality of a moving picture to its success suggested that producers are tragically mistaken when they assume that in order to make a movie successful they must make it as naughty as the censors will permit. Scientific evidence is presented of the existence of a negative correlation between the success of pictures and their degree of offense against morality. That is, producers lose rather than gain by antagonizing morality.

Motion picture production is found unbelievably naïve and unscientific in respect to the social adjustments of their output. The investigator concludes that "a few good social science research men could render as important service in improving motion picture production as research in agriculture has rendered to scientific farming or research in physics to the improvement of the radio and of refrigeration."

PROF. R. C. BEDELL, State Teachers College, Kirksville, Mo.:

Since experts in the field of science education recently have emphasized generalized science ideas and their associated attitudes as desirable student outcomes of science training, the relationship between the ability to recall specific factual information and the ability to infer a general idea from given facts and data again comes to the foreground. Boys are superior to girls in the ability to infer but no differences occur in recall.

In spite of the fact that over 25 per cent of the subjects were practically unable to do inference of the type com-

monly demanded in the general science course, regression equations show that the ability to infer is three times as important as the ability to recall in obtaining teachers' marks. This indicates that teachers are attempting to mark students on the ability to infer, when many of them cannot successfully perform in this ability. The consequence of such an attempt must be variability in teachers' marks.

PROF. M. R. TRABUE, University of North Carolina:

The greatest educational needs of unemployed adults are for authentic information about their own vocational assets and liabilities. The grown man or woman who needs further training is likely to be unaware of that need. If he does feel a desire to secure further training, he is more than likely to be mistaken regarding the field in which he should seek training.

Intensive study of the educational needs of thousands of unemployed adults in Minnesota cities showed that fewer than one in twenty of those who undertook training in fields that had been rated inappropriate gained anything of value from the training. On the other hand, more than three out of four of those who took training in accordance with the recommendations of the occupational analysis clinics were successful.

Elementary Education

DR. ARNOLD GESELL, Yale University:

The administration of public education is destined to become an increasingly important factor in social and economic planning. For this reason the whole problem of the educational organization of the first six years of human life constitutes a major challenge to educational statesmanship. The education of the preschool child must be conceived in terms of growth instead of in terms of instruction or even of training. If we try merely to adapt the prevailing procedures of the elementary school to the needs of the preschool child we shall commit many new sins in the name of education.

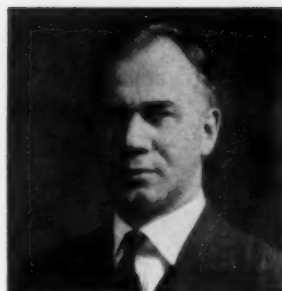
Five general requirements can be formulated: (1) We must make an honest and thorough attempt to secure adequate nutrition and systematic medical supervision throughout the preschool years beginning with the newborn infant. (2) This developmental supervision should be accomplished as much as possible through individualized guidance of parents. (3) To build for the future preschool



Dr. George F. Zook



J. B. Edmonson



E. C. Hartwell



Charles H. Lake

generation we must provide more adequate pre-parental training for young men and women in their pre-adult years. (4) We must recognize the psychological aspects of the care of infant and child, discover individual differences early and base the educational protection of the young child on a respect for these individual differences. (5) A knowledge of the developmental psychology of the infant is essential to the professional training of kindergarten and primary teachers.

SUPT. MILTON C. POTTER, Milwaukee:

When schools are open and an attractive program of studies is available we need not worry about whose responsibility it is to make the child attend school. He attends because he wants to do so. The modern school, when permitted to develop and to adapt its work to the needs and capabilities of children, makes going to school a joy and a privilege. Under such circumstances parents have no difficulty in sending children to school.

When nonattendance occurs it is not a matter for truant officers but rather a symptom of maladjustment, the underlying cause of which is to be sought by socially-minded visiting teachers. This is a problem requiring educational rather than legal methods. The right of the child to school attendance and a chance to do something worth while in school must be observed regardless of residence, race or economic status. It constitutes an inalienable claim, not only on the financial resources of governmental agencies but on each of us.

PRINCIPAL TURNER C. CHANDLER, Chicago:

Society has insisted upon schools taking over duties formerly performed by church, home, neighborhood and farm. School people have made a sincere effort to meet these demands. Now in the time of a great economic crisis a highly organized and articulate group of the public berates the schools

for having introduced those activities necessary for meeting the demand.

How is this situation going to affect the future program of the schools? Certainly the taxpayers are going to insist upon a strict accounting of school expenditures. Retrenchments will be made. They must be so made, however, that the functional program of the schools is not wrecked. Compromises may be made in the matter of buildings and maintenance, and in administrative machinery and organization. On the other hand, in the matter of maintaining salaries at a level that will attract the best talent into the teaching profession the ultimate success of a democratic school system depends upon the great unorganized public.

PROF. W. A. BROWNELL, Duke University:

There is a feeling that classroom measurements which are not objective are of little worth for the evaluation of instruction. The feeling is not confined to a few college professors who think of measurement in terms of research and thus divorce teaching and testing. It is found all too commonly among administrative and supervisory officials and among teachers themselves. The prevalence of this emphasis on objective measurement in the classroom justifies and even demands critical consideration.

Overemphasis on objectivity in classroom measurement has had two evil consequences. It has robbed teachers of their confidence in their judgment—and judgment still remains the chief agency in evaluating the effectiveness of teaching. And it has led to narrow measurement of educational outcomes. When only objective measures are acceptable, only a limited number of outcomes can be measured. The new techniques for the measurement of intangible outcomes are still in an experimental stage. If required to measure objectively, the teacher measures what she can measure objectively and neglects other outcomes.

The plea is not for the abandonment of objective measures but for recognition of their limitations as well as for their values. Supervision can now perhaps best be improved by refining and correcting and bettering judgment instead of continuing to undermine it.

Secondary Education

PROF. GEORGE E. CARROTHERS, University of Michigan:

The six regional accrediting associations, covering the entire United States and including Canal Zone schools and a few secondary schools in other countries, have placed the names of approximately 4,600 secondary schools on their membership lists and have thus given them the stamp of approval. Who can say whether these are the best public and private schools in the United States? In any given test these 4,600 schools would, of course, average higher than the average of the 15,000 nonmembers. But how many of the 4,600 are actually weak and inefficient schools? How many of the nonmembers are better secondary schools than the poorest 500 of 1,000 of the members?

The commissions on secondary schools of the six regional accrediting associations have set themselves the task of finding an answer to the question, "What is a good high school?" Dr. George F. Zook, United States Commissioner of Education, has given his unqualified support to the study and has already rendered valuable assistance in getting the study started.

PROF. THOMAS H. BRIGGS, Teachers College:

We have never had soundly based, clearly enunciated and definitely directive objectives of secondary education. It is true that from the beginning we have set forth in broad general terms objectives for secondary education but like political platforms they have been neglected and forgotten in administration. Our spirit has been that of *laissez faire*. Some highly professional

leaders have realized the secondary schools' need for guidance, but have felt that in the formative period we had best not standardize too strictly lest experimentation and progress be hindered. This spirit has certainly not hindered experimentation, but it has not stimulated it.

Reform we do need in secondary education. Every one admits that. Civilization has again marched ahead while most schools are still two, three or more stations behind. But change is not necessarily progress, and safe and wise progress is not possible until we have decided in what direction we wish to go. Minds accustomed to immediate practicalities become impatient with the tedious thinking necessitated by consideration of fundamental principles. But if they are not willing to do such thinking themselves, they should at least appreciate the need and possess themselves in sympathetic patience while the work is being done. Healthy reform takes time.

PRINCIPAL PAUL E. ELICKER, Newtonville, Mass.:

Of the 5,000,000 boys and girls who entered public secondary schools this year, many show the effects of malnutrition, poor housing facilities and lack of medical care. They are our citizenry of tomorrow and need at any cost, a just inheritance, a new and a square deal and an adequate preparation for the art of living.

Welfare aid can best be administered as part of the guidance and personnel department through the class advisers and the school visiting teacher. All cases should be investigated and checked with the local municipal welfare bureau and only such aid should be given as car fare, clothing, clinic fees, x-rays, midmorning lunches to the undernourished, school lunches, medical services and hospital expenses.

PROF. J. PAUL LEONARD, William and Mary College, Williamsburg, Va.:

The American policy of mass education requires high schools to educate great numbers of youths of heterogeneous capacities and interests who are questioning every phase of social life. Our present secondary curriculum is a collection of scraps of isolated subject matter which does not give youth a synthesis of the growth of civilization.

The modern curriculum has been given three challenges by modern adolescents: (1) What meaning is there to the struggle of man for the achievement of his ambitions and desires? Is

it right to exploit society for the benefit of a few people? (2) What are the potentialities of modern society? Do we have the available resources necessary to achieve social justice? (3) How can we plan society to secure the freedom which scientific achievements make possible?

Adolescents realize the inability of the present high school program to fit them to solve the problems they are facing. To prepare children to face an ever evolving modern world a new secondary school program is essential. This program will unify around the major functions of social life those contributions of past and present civilizations that will enable the child to orient himself to the age in which he lives and to plan the society he desires. This program will draw most heavily upon the social sciences, natural sciences and English. The state of Virginia is now pioneering in the building of a secondary program of this type.

PRINCIPAL DEWITT S. MORGAN, Arsenal Technical School, Indianapolis:

The most pressing problem of secondary school administration is to find the kind of education that will most effectively serve the new population in the secondary school. The fact that in urban centers, in 1930, two-thirds of the population from fourteen to seventeen years of age was enrolled in secondary schools brings up the critical issue as to what all of these pupils shall be taught. Analysis of the school careers of individuals in the secondary school population shows the necessity for a most careful study of the educational needs of the large group for which high school is the end of formal education. Even in urban centers where educational opportunity is high, of 100 pupils entering the ninth grade not more than 50 will complete the twelfth grade, and of these 50 graduates not more than 25 will go on to college.

While the technical high school as an institution serves many who look

forward to higher training, it lays claim to an especially important place in modern education because it is especially adapted to meet the needs of the great multitude whose limited education must be modified according to occupational trends which come with social changes.

SUPERVISOR L. W. REESE, State Department of Education, Ohio:

During this period of economic distress many schools have been forced to drop several subjects from their program of studies. Too often music, art, health, home economics and manual training have been eliminated as fads and frills. These subjects are vital, and, under a well trained teacher, can be made functional for the present and the future. The real fads and frills are usually the traditional subjects. Typical courses in algebra, plane geometry and Latin are really the fads and frills of the high school of today because they do not carry out in main the cardinal objectives of education. One of the big benefits from the depression is that it has helped us to see big things big and small things small.

SUPERVISOR H. H. VAN COTT, State Education Department, New York:

The junior high school is primarily a social institution. It is designed to minister physically, mentally, socially and morally to early adolescent boys and girls. During the adolescent period many social instincts manifest themselves as never before, for example, gregariousness, sympathy or fellow feeling, love of approbation, renown, fame and glory, the spirit of altruism and interest in sex. Herein lies a task for the junior high school. If the development of these instincts is thwarted and neither nourished nor fostered, defense mechanisms will be set up and results more disastrous than beneficial may ensue for society and for the individual himself.

The junior high school, since it is an instrument of education working on



Dr. Arnold Gesell



Dr. David E. Weglein

behalf of society, can and must arrange situations wherein early adolescent boys and girls will be guided in the successful practice of interesting and wholesome acts of behavior which will nourish and foster their social instincts so effectively that they will carry over into life beyond the school years an inspiration for clean, wholesome, effective and efficient lives.

The junior high school will be socially significant when the developing imaginations of youth are so fired, their sensitive feelings so affected, their growing desires so satisfied and their changing attitudes so molded by virtue of its program that lives of service will become goals to be fought for in spite of family, community or personal handicaps. To the extent that the citizenry of America appreciates the finest things in life will social solidarity, social welfare, social uplift and social integrity be assured.

The most important step in meeting the emergency in American education and American life can be taken by a comprehensive program of character building in the home, in the community, in the schools and in the individual hearts of our citizenry.

PROF. JOHN RUFI, University of Missouri:

Acting in official capacity, state high school inspectors should assume responsibility for the five following functions: First, inspectorial work should be more deliberate and more thorough. Second, increased attention should be given to the dissemination of information regarding desirable practices. Third, the office of the state supervisor should serve as a repository for valuable factual material concerning the school. Fourth, the state supervisor should be strategically located with respect to educational leadership in his state. Fifth, the state supervisor will find it necessary to devote some of his energies to interpreting his own office to those concerned.

Rural Education

SUPT. R. V. HUNKINS, Lead, S. D.:

The touted advantages of cities have suffered a reaction because of the cruelty of the depression to millions of common people living in them. Smaller places and their schools are being more and more appreciated and more and more leaders are becoming encouraged to speak up. It is possible that national leaders will in time be worrying more about the overcrowded, mechanized, routinized and socially stratified city schools, located in noisy, smoke enshrouded, crime infested, bread line

surroundings that are not comparable as an educational setting to the pastoral environment of typical smaller schools. There is no reason why the smaller schools should not be as good or better than the urban schools if they receive the attention and support that competent spokesmen can bring them.

SECRETARY O. H. PLENZKE, Wisconsin Teachers' Association:

Playing up deplorable conditions usually produces restiveness but often fails to stimulate collective consideration or to focus judgment. The common means of creating awareness of education problems should be supplemented by direct methods. Parent-teacher associations, service clubs and other organizations have within their ranks leadership which must be directed to present the problems directly to the memberships of the associations. Rural leadership especially, must be fostered for this purpose. It is not sufficient to point out calamities and cataclysms alone. With the exhortation should go a positive program to reconstruct education. The public generally will be more interested in methods for correcting educational deficiencies than in continuous haranguing about impending catastrophe. Leadership in local teachers' organizations must carry specific proposed remedies directly to the people in the localities.

PRINCIPAL O. A. TOWNE, Reddick, Ill.:

Isolation is the outstanding characteristic of rural life. When the fog of obscurity is lifted isolation becomes a luxury. The rural high school finds its major purpose in furnishing opportunity by which the people of rural communities may touch elbows in common understanding. The challenge of contact arouses ability and energy to strive for recognition that brings to local towns satisfaction in wider acquaintance and pride in achievement.

The splendor of rural surroundings becomes inspiring when painted by the hands of history, literature and science. The changing wonders of nature come as a dull thud in the life of the serf and the peasant. When character is molded by the appreciated evidences of life and welded in its make-up by the recognized forces beneath it, a wholesome and sturdy citizenship follows.

Rural life reveals itself only through its own activities. Surveys and statistics are valuable but leadership that works from the inside out must solve the problem. Before significant changes can be effective new things

must be interpreted in terms of the old. Continuous coordination through tactful leadership must vitalize visions before they find permanent usefulness. One of the major purposes of the rural high school as it operates over a period of years is to become a center from which there radiates to its community a silent but forceful influence, fully constructive in civic righteousness.

FRANK W. CYR, Teachers College, Columbia University:

The methods and techniques proposed for provision of an enriched curriculum in small secondary schools are (1) development of proper cooperative relationships between teachers and colleges, state departments and local schools for purposes of experimentation and research; (2) planning the building in terms of curriculum needs; (3) study and utilization of community resources; (4) development of new divisions of labor and subject matter specialists who serve several schools; (5) use of individual instruction materials; (6) use of supervised correspondence courses; (7) use of radio; (8) provision of circuit teachers; (9) reorganization of six-year high schools; (10) scientific redistricting of schools, and (11) development of the larger local unit.

SUPT. E. E. OBERHOLTZER, Public Schools, Houston, Tex.:

The problems of rural and urban education are mutual and integral, socio-centric and behavioristic. Moreover, social behavior and social organization are the antecedents and the accompaniments of social welfare. Hence, the paramount issue that confronts the nation is to find unified and qualified leadership to plan and develop social agencies that will salvage and elevate human kind. Scientific research, experimentation and human engineering are heralding forces which inspire new hope. America, with courage, must hastily usher in a new deal for youth, else the new deal for recovery becomes just another phantom of hope, ending in utter despair.

The National Council of Education

PROF. HENRY C. MORRISON, University of Chicago:

The school and university system of this country is in a chaotic state, educationally as well as financially. The situation is not likely to be saved by spellbinding, organization of vested scholastic interests or by sentimental appeals. The federal government may or may not find the money to open the

schools that are closed and to keep those running that are still open. But it cannot keep on doing so for the very reason that prevented the states from keeping the schools going in the first place. In the long run, the people must choose between schools and something else, no matter where the money comes from. Fiscal insolvency in thousands of local school districts is effect and not cause. Behind it lies a half century of educational sophistry and futility, surrender to political expediency and personal preferment.

PROF. THOMAS H. BRIGGS, Teachers College:

I trace most of our educational ills to a failure in fundamental conceptions. How can we agree on the sort

of education that we should have unless first we have agreed on the sort of society we want? How can organization or details of administration or proposals for new units of subject matter or novel methods of teaching be evaluated except in terms of the product that we need for the promotion and betterment of the society in which we live? And where shall we find that agreement? It cannot be found ready made. Out of all thoughtlessness and heterogeneity of opinion it must be teased out, interpreted, organized, supplemented to a whole consistent with the democratic ideal, and then popularized so that the public shall understand and approve it.

A considerable part of the money, genius and effort expended on second-

ary and college education is wasted. It is worse than wasted, indeed, for students are fed what gives sustenance neither to them nor to the supporting society, and thereby the acquisition of nourishing food is prevented. It is common knowledge, repeatedly emphasized by individual observation and by data scientifically collected for large groups, that our schools above the elementary level neither generally provide curricula suitable to the needs of their heterogeneous students nor teach what they do offer in such ways as to ensure to any considerable number permanent mastery, interests and subsequent use. No credits are so frozen as many of those given by high schools and colleges. The facts are a professional scandal.

General Committees Turn in Valuable Reports

NEARLY 4,000 members of the Department of Superintendence participated in collecting and analyzing material for the reports of the seven general committees. Brief abstracts of these reports follow:

Report of Committee I

"The Administration of Teacher Training" was dealt with in this report presented by Edward D. Roberts, superintendent of schools, Cincinnati, chairman.

This committee studied and reported on the following topics:

1. What, if any, limitation of the supply of new teachers should be established, by whom and how? Several states have established qualifications for entrance into teacher training institutions. Certifying agencies, unified in the various states under the responsibility of state departments of education, should establish standards high enough to assure competent workers and flexible enough to make certain that the constantly changing conditions of society will be met by constantly changing school service.

2. What coordination of teacher training programs should be established in states and in the nation? Teacher training programs must be coordinated if there is to be more adequate qualification of professional workers and a steadily finer outcome of the experience of boys and girls in the schools. Such coordination is the direct responsibility of state departments of education.

3. What should be the course of study for prospective teachers? It is necessary to broaden the type of edu-

cation offered in the schools in order to assure pupils the widest possible contact with contemporary problems and ability to become increasingly self-directive. This demands the broadest cultural and academic background for the teacher. Practice teaching may well be reenforced by an internship of one year before certification and the effectiveness of the practice teaching work should be measured objectively as a valuable factor in increasing the effectiveness of this phase of teacher production.

4. What should be the controls of practice teaching in public schools conducted under the responsibility of teacher training institutions? The laboratory work in the schools should be directed by a responsible supervisor from the training institution. The student teacher should participate in a representative variety of teaching activities and grade assignments but only those that will contribute to his growth.

5. What should teacher training institutions do in the placement and follow-up of their graduates? The placement office must base its work upon a program of selection that eliminates unqualified applicants. Training institutions should follow up the beginning teacher during one or two years.

6. What are the obligations of teacher training institutions for the improvement of teachers in service? Training institutions must accept responsibility for continued service to teachers at work in schools with a view to developing a philosophy that will enable teachers to see our changing life, steadily and as a whole.

7. How shall prospective teachers be

selected for training and upon what basis shall they be admitted to teacher training institutions? Eligibility requirements established by states and by institutions range from highly developed mathematical formulas to selective admission based upon general scholarship, health, character and leadership. This development suggests an initial control over entrance into preparation programs and assumes a better selection and consequently a more competent, better qualified and more effective body of workers for the schools.

Report of Committee II

"A Comprehensive Program of Public Education" was the subject of this committee's report, which was presented by J. Stevens Kadesch, superintendent of schools, Medford, Mass., chairman.

The divergence of opinions expressed by members of the various topic groups



J. Stevens Kadesch

disclosed a lack of unanimity in the acceptance of present educational organization and educational procedures, and indicates that there is imperative need of constructing an educational

program suited to the changing social order. Yet hasty change of an educational system that has given effective service in the past is not wise and does not necessarily indicate progress.

The new education calls emphatically for the development of the program of studies and the activities of the school in directions that will yield greater returns in the development of character and of citizenship.

The state should determine by law minimum standards dealing with external matters of the school system, such as school sites, buildings and equipment. The internal matters should be left to the local administrative officers.

Greatly increased federal cooperation is needed. Financial support alone will sustain the present social agencies and governmental structure. Federal aid to education should be administered by state authorities.

Nursery schools and kindergartens are indispensable units of the school system. Finality and fixity are neither desirable nor attainable in the pre-adolescent group. The factors that determine a final statement of objectives vary greatly.

One out of every five children in the United States requires, or will be greatly benefited by, a differential program of special education adapted to his needs.

Direction of the pupil's learning should be the foundational purpose of the teacher. Subject matter should be differentiated on levels of adequate mastery for actual use.

Investigation shows that schools may extend the use of their facilities and equipment and thereby serve a greater public need.

A major responsibility of the superintendent is to develop a system of records that takes into account every major condition which affects the life and progress of the child.

A comprehensive and practical program of education is needed to meet the challenge of the new leisure. Such a program will pay rich rewards.

It was agreed that the school has a distinct responsibility for guidance. The guidance program should lead young people to see that oftentimes the richest rewards come from service rendered to society.

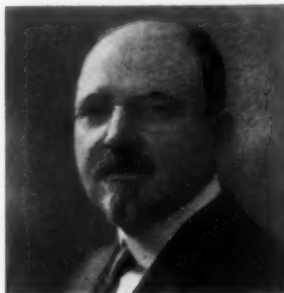
Instruction materials must be kept up to date in light of the new knowledge if schools are to be socially effective. The committee agreed that economic and social forces resulting from the machine age make it necessary to continue universal education up to the age of eighteen or twenty years.

Report of Committee III

The report of this committee, dealing with the subject "Financing Public Education," was presented by Frank W. Ballou, superintendent of schools, Washington, D. C., chairman.

The committee presented in its report a six-point program for improving the financing of public education, which it offered as a platform for the educational profession. The suggested program is as follows:

1. The creation of an intelligent public opinion on the importance of the



Frank W. Ballou

complete development and maintenance of universal free public education from the kindergarten through the university.

2. A vigorous campaign in every community throughout the nation to inform the public of the economic and social importance of education, both in the current program of industrial and economic recovery and in our social, economic and political welfare in the future.

3. Cooperation of educators with other government officials in securing a suitable, comprehensive and flexible tax system in order to provide adequate financial support for all necessary government services, including the schools, and to provide also for a just distribution of taxes on all members of the community.

4. The enlargement and reorganization of local units of school administration so as to make available in an economical manner to the youth of the community complete educational opportunities on elementary and secondary levels.

5. A more general realization of the principle of state responsibility and state financial support for education through a long time financial plan for public education, comprehensive in scope, based on experienced judgment and objective data cooperatively developed, continually subject to review and revision, reflecting faithfully at all times the broad educational policy of the people, and recognizing the principle of local initiative and control.

6. Securing the adoption of the six-point program of federal aid developed by the advisory committee on emergency aid for education, which was adopted by that group on January 6, 1934.

Report of Committee IV

The thoughts of more than one thousand members of the department of superintendence are represented in the report of this committee on "Education for the New America," which was presented by Willard E. Givens, superintendent of schools, Oakland, Calif., chairman.

For discussion purposes the subject was divided into the following topic groups: the economic, social situation; the international viewpoint; the relationship of the individual to society; the machinery for preparing and validating a plan for American education; adult education; recreation and leisure time activities; society's obligation to youth; spiritual ideals; the public school curriculum, and the responsibilities of boards of education.

To meet the present crises in our social, economic and industrial life, there must be more, and equal, education for all the people. There must be less formal education and more creative work. Controversial issues must be discussed in the schools. On the lower levels, internationalism may be presented informally; on the higher levels it may be desirable to organize



Willard E. Givens

some aspects in a systematic fashion.

The new curriculum will comprise all the activities of the school that have any educative value. It will comprise the entire life of the school and its interactions with its environment. The core of the curriculum should be improved practice in social living, calling for a study of society, its problems, and the utilization of such information in community practice, thus making the school an integral part of community life.

The curriculum must provide also for maximum opportunity for the development of individual interests and

abilities, including creative and esthetic outlets. Subject matter will be considered instrumental and not an end in itself. The process of learning will be of equal importance with the materials of learning, thus building effective habits for continuing education in adult life.

The curriculum will be composed of broad, integrated activities growing out of life experiences, thus ending the narrow academic nonfunctional subject courses. The program of activities of individual children will be adjusted to make for maximum all-around growth, thus removing the present overemphasis upon academic intellectual ends. Much attention will be paid to the development of hobbies and permanent leisure time interests.

The curriculum will be developed as a cooperative enterprise involving all members of the teaching profession and the lay public. A great responsibility will rest upon the classroom teacher. The present curriculum of professional educational institutions will need to be reconstructed in accordance with the principles laid down in this report. Only by the recognition of these basic principles can the public school curriculum be organized to educate youth to assume its responsibilities in the New America.

Report of Committee V

"Public Education and Public Welfare," the report of this committee, was presented by Leslie A. Butler, superintendent of schools, Grand Rapids, Mich., chairman.

The school in these days must be a source from which radiate those subtle influences that mold community life. That school is not functioning as a vital institution where the home and the community do not in their ideals and practices begin to show that the teachings of the classroom register in the improvement and elevation of community life.

Charges that delinquency is increasing among boys and girls of high school and college age cannot be verified. In fact, juvenile court records show that crime among youth is decreasing. Credit is due the schools for this condition. Extracurricular activities of many schools promote character building and vocational guidance programs are of inestimable value.

There is more juvenile delinquency, however, than a modern progressive society can afford. The schools alone cannot eliminate all the conditions underlying maladjustments in childhood. Inheritance, environment and economic status of the family have their influ-

ence and these difficult problems must be subjected to the concerted attack of government, church, home, school and other social institutions.

Renewed emphasis on citizenship and character is a more positive phase of the modern program. Pupil participation in school government reveals to the student body the futility of unwise choices and the value of character in leadership. Direction and management of athletics, preparation of stu-



Leslie A. Butler

dent publications, management of clubs and other activities furnish unlimited opportunities for the exercise of civic responsibilities which is an effective form of character training. In addition, the socialized recitation, the contract plan, the library laboratory research procedure, all contribute to constructive and cooperative self-direction in the social group.

An occasional child has real talent and his genius is brought to light, encouraged and developed. A much greater number, though without genius, are rich in the capacity to enjoy and to participate under leadership. The schools, by instruction in art, literature and music bring to them the joy of creative expression and give them permanently desirable habits and understandings.

Striking improvement in the health of the American people in the past half century is evidenced by increase in the life span, reduction of infant mortality, decrease in traffic accidents among children, and decrease in tuberculosis and diphtheria. School health programs embodying health service, health education and physical education activities have made important contributions to these accomplishments and to the further improvement of health of school children.

Improvement of school environment illustrated by temperature controls in classrooms has not only helped to reduce inefficiency resulting from poorly ventilated rooms, but it has helped to reduce the coal bill. Other environmental improvements have vastly aided health.

Strictly vocational courses must be liberalized to include a larger proportion of social and cultural knowledge in order to meet the requirements of industry and citizenship for dependability in character and general intelligence. The guidance department should maintain a follow-up service that will encourage the graduate to continue his education with a view to increasing his efficiency as a worker and his usefulness as a citizen. That the vocational function of the school is extending into the field of adult education is a hopeful sign and the movement should be accelerated as rapidly as the educators of the country can convince their several communities of the vital need of this service.

The American standard of living is a composite of the levels upon which life is lived. The schools help to maintain and raise the standard of living by contributing to these levels. Industry is recognizing increasingly the importance of education by requiring training for administrative and directive positions.

There is much still to be done in the schools. We must have that teaching of the fundamentals of social and economic relations among men and classes of men and that teaching of functions of government that will permit an intelligent citizenship to elect leaders with the capacity to direct the operation of our economic life. Also the schools must increasingly provide that body of information that will enable its product to make a more intelligent investment and expenditure of its income.

Report of Committee VI

This report on "A National Outlook on Education" was presented by John K. Norton, Teachers College, Columbia University, chairman.

Many of the current difficulties of the schools have their roots in the failure to recognize that education today has inescapable relationships to the nation as a whole, the report pointed out. Education will continue to be in trouble until we develop a truly national outlook toward this vital public service. National interest in education, however, need not and should not involve weakening the vital principle that education is a matter for state responsibility and local management.

State control and local management of schools can be effective only if a third participant is brought into the situation—the nation as a whole. At present billions of dollars are being expended on a variety of emergency welfare activities and hundreds of mil-

lions are being expended for a military and naval program of unprecedented peace time scope, while schools are closed and millions of children are being offered but half an educational loaf. This condition exists because the federal government can use taxes, which effectively tap taxpaying ability and credit, and because the federal government is not hamstrung by limitations of state and local boundaries.

The time has come to proclaim the principle of a national minimum or foundation program of education for every child, whether he happens to live in Maine, Arkansas or California. This minimum educational opportunity should be financed jointly by the nation and the states, according to taxpaying ability. Such a development offers no threat to state and local autonomy in the control and management of education.

Federal funds necessary to assist each state in financing a minimum program of education should be distributed automatically to the states upon the basis of an objective formula, such



John K. Norton

funds to be administered by the state through its duly constituted authorities, with no control reserved by the federal government, save that no state should thereby diminish the amount of its support for education. The alternative is slow starvation for education broken by periods of instability and destruction.

The present distribution of national wealth has tended to operate to the educational detriment of the Negro race which constitutes one-tenth of our population. Social justice and general economic welfare demand that, in the provision of educational opportunity, the needs of Negro pupils and teachers be given equitable consideration along with those of all other groups.

The time has come also for a reappraisal of the purposes and content of our courses of study. The decades just ahead, if they are to be traveled without mishap, call for a quality of social intelligence superior to that required in the pioneer epoch. American educa-

tion has no more important task than to discover means whereby this social intelligence can be developed.

Nothing less than a broadly conceived program for educational recovery will guarantee the strengthening of weak educational timbers. Such a program will correct existing inequalities and provide an educational structure adequate to serve a new America.

Report of Committee VII

This report on "Interpreting the Schools to the Public," was a review of what has been going on during the last year to interpret the schools to the public, in 704 cities varying in size from 2,000 to 250,000 in population, distributed over forty-six states. Frank A. Jensen, superintendent of schools, Rockford, Ill., was chairman of the committee.

The general subject was divided into four topics: Principles of Public Relations, Public Relations Agents, Public Relations Agencies, and Public Relations Techniques. These topics were subdivided into fourteen subtopics.

A program for interpreting the schools should be based on well worked out objectives for public education. The school is today to a large extent the product of social trends and it is the problem of those who work in the schools to interpret the program.

Much has been done in the way of publicity campaigns for new schools, and each new activity has been sold to the public. Until the last decade, however, little or no effort has been made to develop a continuous program directed toward a better understanding of educational affairs.

It is important that the purpose of public education be stated clearly, simply and completely so that in regard to it the public may stand on common ground with the schools. With such a common understanding there will be no place for such statements as: "Free education should stop with the eighth grade." "Free education should terminate with graduation from the high school." "Fads and frills of education."

An interpretation program should differentiate between public relations and publicity and should distinguish between public relations and propaganda. The purpose of the program should be to keep the public continuously informed about the work being done in the schools.

Education Week seems to be universally observed in about 80 per cent of the cities studied. It also is taken in many cities as the beginning of a year's program of school interpretation to the public. Possibly the inten-

sive program in November defeats its real objectives and should be distributed throughout the year. This is especially true in cities where the program ceases at the end of Education Week.

Of the public relations agents perhaps the teacher is the most important. When an increasing number of patrons of the school begin to say, "They didn't do it that way when I went to school," it is a sign that the patrons of that school have not been taught to appreciate the present worth of the school. The teacher as a public relations agent must first do a good job of teaching, second make positive contacts with the parents and third make contacts in the community.

Among the seven public relations agencies considered in the discussions perhaps the one most stressed for study was the newspaper. It was suggested that on the staff of every superintendent of schools there should be a competent person with newspaper training who would devote at least a part of his time to school publicity. It



Frank A. Jensen

was also suggested that school administrators should be required to take a course in public relations.

The school publications serve as an interpreting agency when written for the layman. Much of what has been published in the form of surveys, annual and special reports, pamphlets and the like has little or no public relations value because it has been written for school people and not for the public who appraise the schools.

Interpreting the schools to the public should be a continuous program over the entire school system directed by someone trained in the field. It must always consider interpreting the schools and not interpreting special departments or individuals.

Of course we must never lose sight of the fact that the best educational interpretation is a by-product of the work in the classroom. The best advertisement is a satisfied customer. The best defense of the school is efficient work in the classroom day by day.

Refinements in Equipment Feature Exhibitors' Show at Cleveland

DESPITE a lack of sensational developments in new school equipment exhibited by manufacturers at the Department of Superintendence convention in Cleveland, there was ample to interest the crowds that milled about the booths of 150 or more exhibitors.

Brand new products may not have been conspicuous, but there were, on the other hand, enough refinements in familiar lines to invite careful inspection. Some of the products, too, were offered at new low prices. Mention should likewise be made of the effective manner in which many of the items were presented. This in several instances evoked much favorable comment. The show, encouraging from the standpoint of attendance, interest displayed and even actual business written, typified the more optimistic tone that prevails throughout the country today.

Two Distinct Impressions

Those making the rounds daily—and it may be said that exhibitors' spaces were well patronized at all times—carried away with them two distinct impressions. First, visual education is rapidly assuming a more important place in the modern school. Second, book publishers are making energetic efforts to interest the school market. Apart from these two distinct classifications, the show comprised the usual run of school products ranging all the way from pens and pencils to band instruments.

No less than thirty-five of the exhibiting manufacturers offered visual aid devices. It is evident that projectors have been improved considerably, making it possible to use them with good effect in partly darkened rooms. They are also more compact, simpler in operation and equipped with more efficient cooling devices for films.

Among the leading developments are 16 mm. sound-on film motion pictures that offer the many features of the 35 mm. sound-on film with the added advantages of lower cost and increased portability. It is probable that this type of sound film will replace the 16 mm. sound-on disk subjects. The synchronization of the sound-on film is more positive and the equipment is much simpler to operate.

Some developments in the projection field that are not entirely new but that

involve an application of older principles to modern classroom conditions include the overhead projector for glass slides, a simple micro-slide projector adapted to vertical and horizontal projection, an opaque projector with stronger illumination and special cooling fan, and a glass slide projector especially designed for use in large auditoriums or with natural color plates without danger to the slides.

Visual aids on display included miniature stereographs at extremely low cost, special materials and devices for constructing glass slides economically, new film slides in several fields, and many new motion picture subjects, both silent and with synchronized sound. Map and globe manufacturers displayed new types of maps designed for special classroom purposes other than to give merely geographic location.

One interesting collection of new materials for the visual instruction field was a series of mounted pictures and glass slides for use in history teaching. These have been taken directly from stills of leading historical motion pictures produced in Hollywood.

The 35 mm. motion picture projectors designed for both auditorium and classroom use appeared to be extremely simple to operate, efficient and low in cost. Some offer the combined advantages of ready portability and efficient projection.

Future Trends Revealed

Aside from their importance numerically, the book publishers contributed in no small measure to the effect of the exhibit through the artistic displays they staged as suitable backgrounds for their latest volumes. One space was transformed into a Cape Cod living room with settees and book-racks of maple and even a mantle and fireplace to lend homelike touches. Soft lamps thoroughly in harmony with the Cape Cod atmosphere spread a warm glow that was in pleasing contrast to the frigid winds whistling outside the auditorium.

A tour of the exhibits revealed numerous interesting items, some of which are significant in determining future trends. It is possible, for example, that fountain pens, if priced as low as those offered by one manufacturer, will soon be regularly stocked

among school supplies. This one pen in question is extremely practical in that the steel point can be removed with little effort and replaced at low cost.

A means of increasing blackboard area 100 per cent has been ingeniously worked out. A "combination leaf"—composition board cork on one side and blackboard on the other—is superimposed over the present blackboard. This same fixture may also be used as an easel, two metal brackets fitted over the chalk rail slip permitting the leaf to be brought forward into easel position. A color tray catches any drip from the painting, thus protecting both wall and floor. This fixture can also be used as a display shelf and work board. With the leaf in a vertical position, a board is placed upon the brackets and engaged thereto.

Low Priced Outfits Available

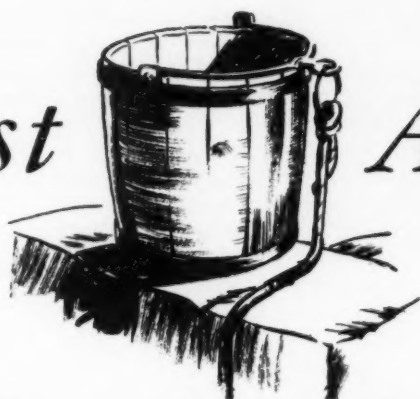
Inspection of time recording machines disclosed an interesting minute and second clock that is connected with the regular clock system, thus eliminating the necessity for stop watches. This clock is particularly well adapted to laboratory use.

"The success of the high school band depends on its leader," Dr. Walter Damrosch declared in an interview on the day he received the American Educational Award. That distinguished musician would without doubt probably be the first to acknowledge also the importance of having the proper musical instruments. Due to growing interest in providing children with some outlet for musical expression, there was considerable activity around one space where a line of instruments was on display at new low prices and in improved cases.

It is likely as time goes on that there will be more attention on the part of school officials, particularly those in smaller systems, to installing printing plant units, especially when it is discovered that a small, compact unit can be purchased at low cost. One company showed four-pupil, six-pupil and eight-pupil units at prices ranging from \$355 to \$648 complete delivered, including type, press, cabinets and accessories.

The question of maintaining floors in proper condition is always an important one. Many different types of varnishes and finishes were exhibited, including a new gymnasium finish for which considerable claim was made. Aside from the finishes themselves, there were also numerous devices for polishing and cleaning floors. One of these appeared particularly practical

THE *Farthest* Advances *from the* old oaken bucket



C9042

*Corwith vitreous china
pedestal drinking fountain*

Styled in the modern manner with square pedestal and basin. Fitted with the NEWERA three-stream bubbler and concealed TRIUMPH self-closing valve.

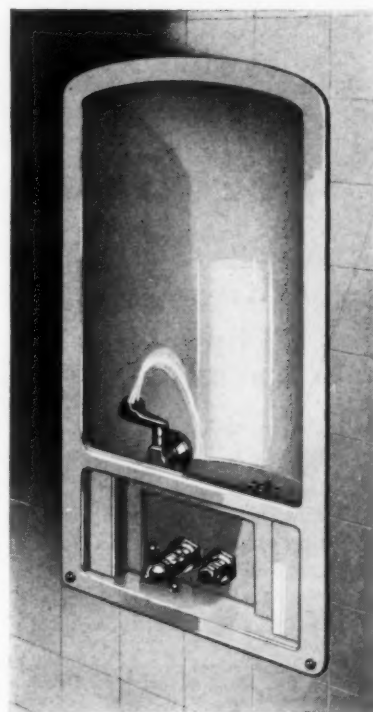
The last vestige of danger of infection-spread from drinking receptacles is ended by these new Crane fountains.

Lips touch only the running stream which automatically stays at a uniform height under varying water pressures.

Saliva will not get into the jet openings because the stream is directed away from the jets. The raised bubbler makes back-siphonage impossible. Designed after consultation with health authorities.

Both fountains are beautifully modeled of the most sanitary of wares—vitreous china. Both have the dependability that is assured by the 79 year Crane reputation.

Schools are invited to request further information about these fountains.



C9268

*Corridor vitreous china
recess drinking fountain*

The ideal fixture where space is limited, it fits flush with the wall. Fitted with the NEWERA three-stream bubbler and TRIUMPH self-closing valve.

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in that it is adjustable and can be used either on large open areas or beneath the smallest seats. An interchangeable brush ring transforms the eighteen-inch brush into a thirteen-inch brush, thus enabling the one machine to do two jobs.

Locks have offered real problems in the past, but now, in view of careful study of modern school requirements on the part of the manufacturers, difficulties are being rapidly overcome. A new feature ensures instantaneous success in emergencies without dialing the combination and is also a valuable asset where periodic locker inspections are desirable.

Portable typewriters this year were seen in greater variety and occupied larger spaces in individual exhibits than ever before. Prices, too, are bringing them into the realm of possibility for junior high school use where they are destined ultimately to become an important factor in daily routine.

In view of the amount of attention that is being given these days to air conditioning as applied to public institutions as well as to homes, brief mention should be made of what is being offered along this line for school

consumption. In one exhibit was found a unit that, while revealing nothing new mechanically, did show certain refinements in design. One particular model was worked out in distinctly modern pattern, its simplicity and ruggedness commending it for especial attention.

Refinements, too, were noted in desks and seating arrangements. One or two companies told with striking exhibits the complete story of their efforts to encourage correct posture. Various easily adjustable drawingboard desk tops that ensure proper vision were shown.

One more item deserves mention in this line-up of outstanding school equipment and trends. This is a solution to the gymnasium seating problem. A gymnasium stand, combining provision for mass seating with maximum floor space for large classes, is permanently installed. It is always ready for use and can be lowered quickly into place by hand in the same manner as a folding bed. The stand is entirely self-contained and has no gears, pulleys or winches to operate. When closed the cabinets present an extremely neat appearance.

Exhibitors' Group Honors Damrosch at Cleveland

One thousand persons were present and millions listened in on a nationwide radio broadcast when Dr. Walter J. Damrosch received the American Education Award from the Associated Exhibitors during the Cleveland convention of the Department of Superintendence of the N. E. A.

President H. A. Redfield, the A. J. Nystrom Co., introduced Russell V.



Morgan, directing supervisor of the department of music, Cleveland public schools, who told of Doctor Damrosch's career and his work in making some six million school children music conscious.

At their annual meeting the Associated Exhibitors elected as president, Stanley R. Clague, The Nation's

Schools Publishing Company. Paul L. Crabtree, P. P. Caproni Brothers, Boston, was chosen as vice president and J. O. Bengston will serve as secretary-treasurer. New directors elected were C. B. Fitts, Standard Electric Time Company, Springfield, Mass., Henry A. Niven, L. G. Balfour Company, Attleboro, Mass., and P. T. Sennett, Tiffin Scenic Studios, Tiffin, Ohio.

The membership of this organization is made up of some one hundred and twenty-five firms that exhibit regularly at conventions of the National Education Association.

School Masters Rotary Club Elects Officers

Approximately 600 business men and members of the School Masters Rotary Club attended the annual meeting of that organization held during the Department of Superintendence convention in Cleveland. The principal speaker was Dr. Charles H. Judd, University of Chicago, who stressed the necessary partnership between business and education. The need for intelligent use of the spare time that will exist as a result of the changing order in the business world was another point that he emphasized.

Carroll Reed, superintendent of schools, Minneapolis, was made president of the club and S. T. Neveln, superintendent of schools, Austin, Minn., was reelected secretary-treasurer.

Questions School Training of Industrial Workers

"What Public Schools Can Do for Workers in Industry," by Arthur H. Carver, supervisor of training, Swift and Company, goes directly to the heart of the problem of the public school curriculum.

In the January issue of the *Journal of Educational Sociology*, Mr. Carver criticizes public education on three counts: (1) The pupil is ignorant of the environment he is about to enter; (2) he lacks understanding of the basic principles upon which the social and economic structure of society is founded, and (3) the inconsistency of the child's outside environment and the content of his school subjects create a skeptical and sometimes contemptuous opinion of the ethics of American business.

The author does not dismiss the subject with criticism only, but goes on to present eight major suggestions of specific character for the more adequate preparation of youth in the modern world.

Unbroken Semester Plan Meets With Student Favor

The recently proposed "Hobart Plan" for revising the college calendar year is in high favor with undergraduates and alumni teachers of Hobart College and William Smith College, Geneva, N. Y., it is declared.

The plan provides for two unbroken semesters of about seventeen weeks each, the first to start the Tuesday following Labor Day and conclude about December 22, and the second to start about January 22 and conclude about May 27.

The plan has proved to be even more popular with students than college authorities had anticipated, the majority for the plan being more than 7 to 1.

Dr. Milton Haight Turk, dean of Hobart College, is the sponsor of the plan and introduced it originally to the faculties of both colleges. It is designed "to eliminate wasted time and effort in the present system of interrupted semesters."

Final decision regarding the plan will be made at the meeting of the board of trustees on April 14.



The outer solid line on this actual chart shows CONSTANT room temperature during the day, down during the night. The dotted line shows inches of mercury vacuum in the steam heating mains. The inner solid line, of outdoor temperature, varies from 38° to 47°.

Bulletins describing the simple and effective operating principle of Dunham Differential Heating will be sent on request. Facts on the performance of existing installations in all types of buildings, from coast to coast, are available.

HOW CLOSELY does the heating system in your school hold to The Line of Health, Comfort and Economy? . . . Many school heating installations can be changed-over to Dunham Differential operation with practically no disturbance to students or teaching staff . . . Existing boilers, radiation and piping are used, but the method of steam distribution is altered to regulate room temperatures, conserve Nature's humidity, protect health,

promote efficiency and reduce fuel costs . . . Why not investigate Dunham Differential Heating for your school? Upon invitation we will gladly make a preliminary survey of your present heating plant. You can thus determine whether the plant has self-liquidating modernization possibilities. The change-over work can be done by a heating contractor of your own choice. C. A. Dunham Co., 450 East Ohio St., Chicago.



School heating change-overs to Dunham Differential under PWA loans actually pay large permanent monetary returns in addition to complying with self-liquidating requirements desired by the government.

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THE NEWS OF THE MONTH

Ohio U. Plans Two Meetings on Crisis in Education

This year, because of the financial emergency in education throughout the country, Ohio State University is organizing two series of meetings at the time of its educational conference; first, a national conference for citizens, and, second, a conference for educators.

The first of these two series of meetings is to be called the Citizens' Conference on the Crisis in Education. It goes into session on Thursday evening, April 5, with the keynote "Education—A Crisis in American Democracy." Four large meetings will be held; one each on Thursday evening, Friday morning, Friday afternoon, and Friday evening. Among those who have accepted invitations to speak are Mrs. Franklin D. Roosevelt; Newton D. Baker; Glenn Frank, president of the University of Wisconsin; Robert M. Hutchins, President of the University of Chicago; Paul McNutt, governor of Indiana, and William J. Bogan, superintendent of schools, Chicago.

On Saturday morning, April 7, the four citizens' meetings will be followed by a series of eight or nine discussion groups, each of which will be led by a nationally known educator. These discussion leaders will seek to interpret the addresses made at the citizens' conference into programs of action.

The Ohio State Educational Conference proper will be held between the citizens' conference, which ends Friday night, April 6, and the discussion groups which begin Saturday morning at 10:30.

Committee to Survey Educational Emergency

A committee on the emergency in education which will give particular attention to present financial problems has been formed by the Progressive Education Association. Dr. Paul R. Mort, director of the school of education of Teachers College, Columbia University, heads the committee.

Other members of the committee are Dr. Robert M. Hutchins, president of the University of Chicago; Dr. Fletcher H. Swift, professor of education at the University of California; Dr. Alfred D. Simpson, assistant commissioner of finance of the New York State Department of Education; Dr.

Sidney B. Hall, state superintendent of public instruction in Virginia; Dr. Homer W. Anderson, superintendent of schools in Omaha, Neb., and Dr. Charles A. Lee, state superintendent of schools in Missouri.

St. Stephen's Plans Courses to Fit Students

A program shaped to meet the needs of a student body twice its present size with scholarships available for promising students in special fields has been developed at St. Stephen's College, Annandale-on-Hudson, N. Y. Architectural expansion is also being planned

by the college, which is one of the residential colleges within the Columbia University system.

The new educational policy excludes many of the conventional college entrance and curriculum requirements and proposes to offer opportunity to enroll for an individualized college curriculum built around personal abilities and needs. As Acting Dean Donald G. Tewksbury explains it, "Special consideration will be given to persons of talent and promise in various fields."

Architectural plans call for the completion of the present dormitory quadrangle and the erection of a central building with a dining hall, an auditorium and recreational facilities.

Many School Systems Restore Pay Cuts; Others Made No Reductions, Inquiry Shows

Salary cuts for school employees since 1929 have been almost universal, according to the National Education Association. Within the past few months a few cities that had previously cut salaries have taken steps to restore all or part of the reductions.

In order to secure exact information on these matters, the research division of the N.E.A. issued in December, 1933, a brief inquiry to state superintendents of public instruction and the secretaries of state education associations. Two questions were asked: (1) What school districts have not reduced salaries in any way since 1929? (2) What school districts have restored part or all of the salary cuts previously imposed on school employees? The following lists are compiled from responses to these questions.

The following places are reported as not having reduced salaries in any way since 1929:

California—Some cities (names not given).

Connecticut—Andover, Bolton, Bozrah, Brooklyn, Cheshire, Cornwall, Derby, Easton, Hartland, Hebron, Killingworth, Lyme, Newtown, Roxbury, Saybrook, Sharon, Sprague, Warren, Weston and Winchester.

New Hampshire—Northwood Center and Walpole.

Rhode Island—Barrington, East Greenwich, Exeter, Foster, Gloucester, Johnston, Little Compton, Middletown, Narragansett, New Shoreham, Ports-

mouth, Richmond, Scituate and South Kingstown.

South Dakota—Lead.

Vermont—Northfield and Vergennes.

Alaska—Eagle, Nome and seventy-five rural schools.

The following places are reported as having restored part or all of the salary cuts previously imposed on school employees:

California—Fresno (elementary salaries restored; high school salaries raised but not to former level), Madera and Modesto.

Connecticut—Canaan, Litchfield, Milford (10 per cent restored), New Britain (10 per cent restored), New Haven (5 per cent beginning January 1, 1934), South Windsor, Waterbury (5 per cent beginning January 1, 1934) and Woodbridge.

Georgia—Atlanta.

Massachusetts—Ayer, Belchertown, Beverly, Billerica, East Longmeadow, Gloucester, Hudson, Kingston, Leominster, Lynn, Milford, Peabody, Saugus, Taunton, Walpole, Westfield, Weymouth and Wilbraham.

Montana—Miles City (county high schools) and Missoula (city grades).

New Hampshire—Dover. Ohio—Mingo Junction (15 per cent restored). Oklahoma—Ardmore and at least twenty districts in Dewey County.

Rhode Island—Cranston, North Providence and Woonsocket. Vermont—Cambridge.

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THE LOW-COST, LONG-LIFE FLOOR COVERING

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THE NEWS OF THE MONTH

Overburdened Property Owner Must Be Relieved of School Taxes, N. J. Survey Finds

Immediate repeal of the New Jersey state property tax for schools is urged by the School Survey Commission of New Jersey, whose findings were recently made public by Governor A. Harry Moore of that state. The commission further recommends the introduction of a "foundation educational program assured by eliminating present inequalities and injustices in distributing state funds to local school districts."

Appointed by Governor Moore in October, 1932, the commission has been studying means of improving school conditions of New Jersey under the supervision of Dr. Paul R. Mort, director of the school of education, Teachers College.

In addition to advocating the immediate repeal of the New Jersey state property tax, the commission urged: (1) a simplified state support program; (2) a foundation educational program that will give equal opportunities to all children in the state, regardless of the taxable wealth of the district in which they live; (3) more equitable distribution of state aid for education; (4) the raising of \$18,000,000 from taxes other than from the property tax for support of public schools; (5) guarantee by the state of

\$13 per elementary pupil and \$22 per high school pupil; (6) receipt by local districts of their full share of taxes collected by the state and no penalties because of tax delinquencies, and (7) complete reorganization of public school finance.

The commission also suggested means by which savings of \$13,350,000 might be effected by the schools without sacrificing any recognized standards of education.

These are: (1) slight increases in class size in Grades 1 to 8 and the elimination of small classes in academic high school subjects; (2) increase of size of classes in home economics and industrial arts in classes for mentally and physically handicapped children; (3) elimination of regulations requiring schools to accept five-year-olds; (4) decrease in the number of janitorial-engineering employees; (5) more careful consideration of fuel and lighting costs; (6) better utilization of buildings; (7) more careful planning of buildings to reduce depreciation and obsolescence and to increase utilization; (8) reorganization of rural districts to make them larger and more efficient, and (9) reorganization of transportation to eliminate waste.

Will Hold Annual Meeting at Ann Arbor

The thirty-ninth annual meeting of the Michigan Academy of Science, Arts and Letters will be held at Ann Arbor, March 15, 16 and 17. The section chairmen are as follows:

Anthropology, Wilbur L. Marshall, South Lake High School; botany, Bessie B. Kanouse, University of Michigan; economics and sociology, Shorey Peterson, University of Michigan; forestry, W. F. Ramsdell, University of Michigan; geography, Edward C. Prophet, Michigan State College; geology and mineralogy, A. J. Eardley, University of Michigan; history and political science, H. M. Dorr, University of Michigan; language and literature, William A. McLaughlin, University of Michigan; mathematics, T. O.

Walton, Kalamazoo College; psychology, T. M. Carter, Albion College; sanitary and medical science, Howard B. Lewis, University of Michigan; zoology, E. C. O'Roke, University of Michigan.

New Booklet Deals With State Textbook Problem

A special research committee of the West Virginia State Education Association has prepared a forty-page booklet on "State Publication of Textbooks and a Proposed Textbook Law." The first part of this study deals with state publication of school textbooks and discusses quality, cost, saving and experience of other states.

The second part of the booklet deals with textbook research, and the dis-

cussion under this considers the following topics: textbook question magnified; what legislation should provide; questions at issue; present law unsatisfactory; state uniformity; mobility of population; size of open list; selection of books; gradual introduction of free textbook plan; purchase of books; flexibility of choice; arguments for and against free textbooks; care and accounting; time period of adoption, and replacement of old books.

Teachers Get 5 Per Cent Increase in Salaries

Teachers in Mansfield, Ohio, will receive a 5 per cent salary increase for the second half of the current school year, according to W. W. Ankenbrand, superintendent of schools. This action was taken by the board of education after it was determined that the city's schools were sound financially.

U. S. Increases Relief for Unemployed Teachers


In order to provide relief for more unemployed teachers in communities up to five thousand population where existing funds are insufficient, additional grants have been authorized by Harry L. Hopkins, federal emergency relief administrator.

In making this announcement, Mr. Hopkins pointed out that the funds would go to teachers in local districts which had already made maximum but unavailing efforts to keep their schools in operation.

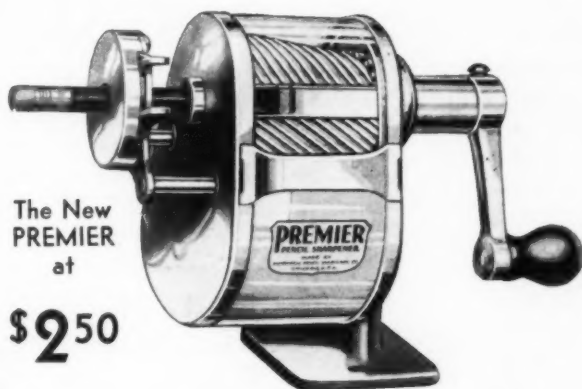
The funds would be used, Mr. Hopkins said, to maintain elementary and secondary schools in such areas and localities, for the normal school term, with approximately the same teaching load as the present school year.

Funds are available only for salaries of certified teachers, for teaching the regular school work already under way this school year, on and after the date upon which the school had been discontinued for lack of its own funds.

These funds cannot be used for administration, supervision, clerical or janitorial services, or for maintenance, equipment or supplies. None of these funds can be used to pay back salaries due, or to redeem warrants, script or other evidence of debt.


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THE NEWS OF THE MONTH

Recommend Construction of New High School

Following action by the board of superintendents recommending its construction, the proposed new Andrew Jackson High School, Cross Island Boulevard and One Hundred Fifteenth Street, St. Albans, N. Y., is now waiting approval by the board of education. The new school will relieve Jamaica and John Adams High Schools which now have 10,412 pupils on special schedule out of a total registration of 13,606.

Washington Schools Get Trained Dietitian

Interest on the part of Mrs. Franklin D. Roosevelt in the efficient operation of school systems is responsible for the appointment of a trained dietitian in Washington, D. C., to supervise the spending of relief funds.

A surprise visit made by Mrs. Roosevelt to school lunchrooms in that city revealed children in one institution lunching on a bowl of thin soup and a roll sparsely spread with peanut butter. In consequence, Harry L. Hopkins, federal relief commissioner, reported that a capable dietitian would be placed in charge at once.

Columbia Offers Special Courses for Teachers

More than 400 courses offered in the late afternoons, evenings and on Saturdays are being offered by Teachers College, Columbia University. This new program permits educational workers to spread a course of retraining over a period of years.

School Employees Given Salary Increase

The board of education of Thomaston, Conn., has voluntarily accepted the provisions of the President's Reemployment Agreement as issued from the White House on July 27, 1933, and has applied these provisions, within rational limits, to its public schools.

The first result is the immediate raising of all salaries of teachers or any other employees whose minimum salaries were below those fixed by the President's Reemployment Agreement.

The board of education also went on record as considering cuts in salaries as "temporary expedients," and has authorized that the former salary schedule, which prevailed before reductions were made, be restored immediately in principle, and actually just as soon as funds are available.

Drastic Cuts Made in Yonkers School System

Drastic curtailments in the public school system of Yonkers, N. Y., have been made necessary by a \$336,000 reduction in the departmental budget. The curtailments comprise a 15 per cent cut in the salaries of some 1,000 teachers, discharging sixty employees and closing all schools next December.

Days lost to the school children may be made up, it was indicated, by shortening the Easter holiday and by beginning the fall term earlier in September. Another economy is the discontinuance of free transportation to and from school for pupils living far from school houses.

Rocky Mountain Speech Conference Held at Denver

The department of speech and dramatic arts at the University of Denver was host recently for the third annual Rocky Mountain Speech Conference. This is held for the teachers, students and speakers of the elementary and junior and senior high schools, for the colleges, and for the churches of Colorado and the neighboring states.

There were thirty sessions, ranging in subject matter from debates for high school pupils and college students, voice and diction and recent trends in speech training, to verse speaking, the telling of heroic and romantic tales, and play production for school assemblies, little theaters, and churches. This is the first time that the conference has definitely considered religious drama and pageantry.

School Building Projects Progress in New Jersey

Pending the granting of a loan from the PWA, preliminary plans have been drawn for a new high school in Newton, N. J., which will cost approxi-

mately \$384,000, and also for a new school building in the Township of Wayne, which will represent an expenditure of \$265,000. This latter structure will comprise sixteen rooms with auditorium and gymnasium. In addition, steps have been taken for the erection of a new elementary school building in Westfield, N. J., to be financed by a PWA grant and loan of \$275,000.

Funds for new school buildings in Ridgefield and Teaneck have already been granted by the federal government. The project in Ridgefield calls for an expenditure of \$67,000 for an addition to the present elementary school while Teaneck will have a new elementary school at a cost of \$215,000. Application has also been made for the sum of \$635,000 for an addition to the Teaneck Junior High School.

Plans Progress on Queens High School

Following authorization of a federal grant of \$2,500,000 for the construction of a new high school at Bayside, N. Y., plans for the building are progressing rapidly. It is reported that work will begin within thirty days of the opening of the bids. The building will be a four-story fireproof structure seating 3,696 pupils. Eighteen months will be spent in its construction, according to preliminary estimates, and 250 men will be employed per month of the construction time.

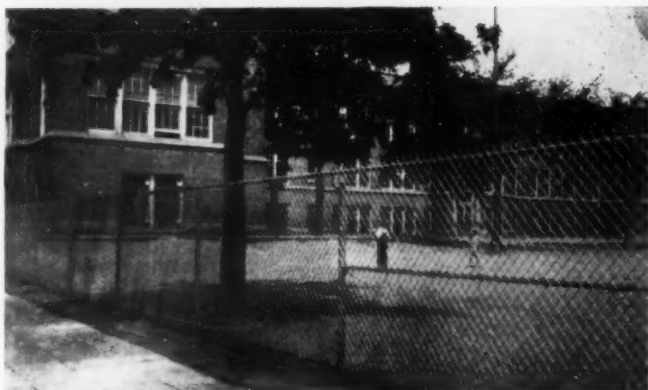
Relief Funds Raised by Sale of Fountain Pens

The Parent-Teacher Council of Sioux City, Iowa, is sponsoring a project that will raise certain funds for relief work without any cost and with little inconvenience.

Principals are requested to ask children to ransack their homes for discarded fountain pens. Members of a committee will gather up the pens from the schools and sell them.

They receive \$20 per thousand for the old fountain pens. Pens without caps are accepted and the condition makes no difference. The old pens are used solely for the purpose of securing repair parts.

This project provides an opportunity for the youngsters to realize the value of little things, it is believed.



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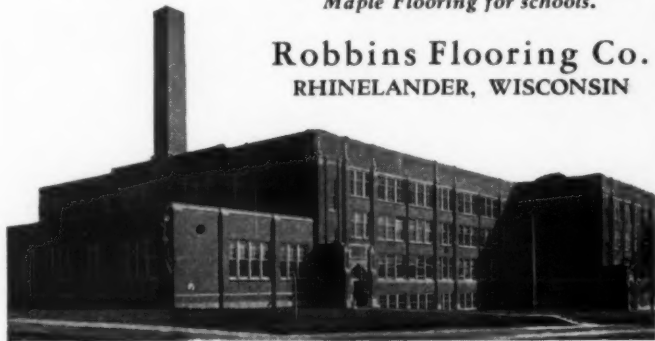
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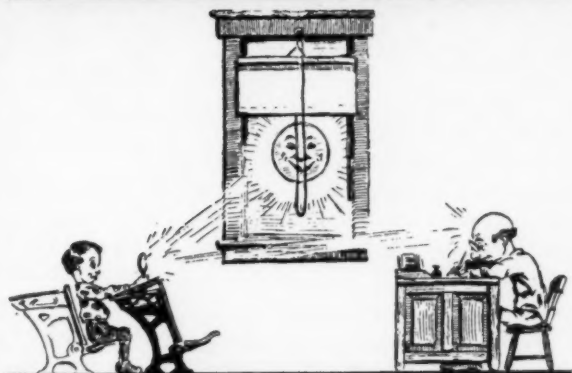
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IN THE EDUCATIONAL FIELD

Eastern States

DR. CARMON ROSS, superintendent of schools, Doylestown, Pa., has been elected president of the Pennsylvania State Education Association for 1934. He succeeds DR. FRANCIS B. HAAS, who has the unique distinction of being the first president in the history of the association to hold the office for two terms.

DR. JULIUS SACHS, emeritus professor of secondary education at Teachers College, Columbia University, and active professor in the subject from 1902 until his retirement in 1917, died in New York City on February 2.

JAMES M. SPINNING has been appointed superintendent of schools at Rochester, N. Y., to succeed DR. HERBERT S. WEET, who retired recently after having served as superintendent for twenty-two years. MR. SPINNING'S educational career as student and teacher has centered in Rochester.

DR. HAROLD G. CAMPBELL, superintendent of schools, New York City, has received a silver medal conferred by the Italian government for distinguished educational accomplishment from Piero Parini, minister plenipotentiary of Italy. The presentation took place on the *S. S. Roma*.

DR. FREDERICK W. OSWALD, principal of Eastern District High School, New York City, has taken advantage of a sabbatical leave to make a trip around the world.

DR. RICHARD EDDY SYKES has resigned as president of St. Lawrence University and OWEN D. YOUNG has likewise withdrawn as president of the university corporation. These resignations will become effective next June, when DOCTOR SYKES will be president emeritus of the institution and MR. YOUNG honorary president of the corporation. MR. YOUNG will be succeeded by MILLARD JENCKS, a member of the publishing firm of Ginn & Company.

DR. JOHN S. ROBERTS, district superintendent and executive assistant to the retiring superintendent, DR. WILLIAM J. O'SHEA, and STEPHEN F. BAYNE, district superintendent, have been elected for six-year terms associate superintendents of the New York City school system. They succeed

CHARLES W. LYON and DR. EUGENE A. COLLIGAN. DR. JOHN E. WADE has been elected deputy superintendent to fill the position left vacant by the promotion of DR. HAROLD G. CAMPBELL to the superintendency.

WILLIAM C. SAMPSON, superintendent of schools, Upper Darby, Pa., was awarded the honorary degree of doctor of science in education on the occasion of the sesquicentennial anniversary of Dickenson College.

H. E. KENTOPP, formerly superintendent of schools at Central City, Neb., has been appointed to an elementary principalship in East Orange, N. J., where he will work under the supervision of SUPT. CLIFFORD J. SCOTT.

JAMES E. REYNOLDS, principal of School No. 12, Jersey City, N. J., has been appointed assistant superintendent of schools in that city, to fill the vacancy created by the retirement of AMOS F. STAUFFER. MR. REYNOLDS becomes a member of the staff of SUPT. JAMES A. NUGENT, the other assistant superintendents being MINNIE V. SHANLEY and THOMAS HOPKINS.

Middle Western States

J. W. FAUSEY has been appointed superintendent of schools in Sandusky County, Ohio. He had been head of the school system at Gibsonburg, Ohio, for several years.

A. P. POGREBA has been appointed superintendent of schools, Grand Rapids, Minn., succeeding C. C. BAKER, who has become associated with the bureau of Indian affairs, U. S. department of the interior.

COL. THOMAS ALEXANDER JOHNSTON, president of Kemper Military School, Boonville, Mo., died recently at the age of eighty-five years. COLONEL JOHNSTON had been president of the institution since 1909 and prior to that was its superintendent.

J. G. MOORE, superintendent of schools, Fargo, N. D., has been elected president of the North Dakota Education Association.

FLOYD T. GOODIER, superintendent of schools, Chicago Heights, Ill., has been granted a leave of absence for the remainder of the year in order to accept

the position of assistant state superintendent of public instruction for Illinois, in charge of elementary schools. B. A. SYLLA is serving as temporary superintendent at Chicago Heights.

HOMER H. KINGSLEY, who for thirty years was superintendent of schools in District 75, Evanston, Ill., died in Portland, Ore., on February 11. He was seventy-five years old. MR. KINGSLEY was head of the Evanston schools from 1886 to 1916.

W. W. FOUCH has been named superintendent of Jefferson School, Adams County, Ohio.

L. H. DENNIS, assistant superintendent of public instruction for Michigan, has resigned to become executive secretary of the American Vocational Association. PAUL L. CRESSMAN, formerly associated with the Pennsylvania Department of Public Instruction, will succeed MR. DENNIS.

W. F. LOPER, principal of Shelbyville High School, Shelbyville, Ind., for the past seven years, has been elected superintendent of schools in that city.

ROY W. FEIK, principal of Washington High School, East Chicago, Ind., will succeed JOHN G. ROSSMAN as superintendent of schools in East Chicago at the expiration of the latter's contract on July 31.

THOMAS W. HART, who for twenty years, until last March, was assistant superintendent of schools in Cook County, Illinois, died recently.

T. J. JONES, superintendent of schools at West Allis, Wis., for twenty-seven years, died on February 4, following an extended illness.

Southern States

ALLISON W. HONEYCUTT, superintendent of schools, Lexington, N. C., has been reelected for a two-year term. MR. HONEYCUTT was recently appointed secretary of the North Carolina High School Textbook Committee, for a five-year term.

DEAN MOSES HOFFMAN VANHORN, assistant superintendent of schools, Harrison County, West Virginia, and formerly dean of Salem College, died recently. DEAN VANHORN was superintendent of schools, Salem, W. Va., from 1914 to 1920.

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THE BOOKSHELF

THE ADMINISTRATION OF PUBLIC HIGH SCHOOLS THROUGH THEIR PERSONNEL. By George A. Rice, Clinton C. Conrad and Paul Fleming. New York: The Macmillan Company, 1933. Pp. 723. \$2.75.

This book represents a new approach to the problem of administering secondary schools. All three authors are closely associated with secondary education in the laboratory schools of the University of California. The aim of the book is to present to the field the problems of management in secondary education by a detailed consideration of the activities of the different types of personnel involved. In general, the treatment is confined to the secondary school with a membership of from 1,000 to 1,500 but the practices described apply equally to both smaller and larger schools, with due allowance made for decrease and increase in specific detail. The presentation is not so much concerned with fundamental theory as it is in emphasizing good field practice. The volume also includes a valuable appendix in which is presented practical material in the shape of forms, reports and specific personnel examinations.

CONTAGIOUS DISEASES. By W. W. Bauer, M.D. New York: Alfred A. Knopf, 1934. Pp. 218. \$2.

Dr. W. W. Bauer is well known to public school administrators for his simple, effective articles on the health of the school child. In this volume he has attempted to bring before teachers and parents in nontechnical language useful information concerning many serious diseases of childhood that so often have extremely serious after effects during both adolescence and maturity. The general subjects of germs, infection, immunity and quarantine are considered along with such contagious diseases as diphtheria, scarlet fever, poliomyelitis, measles, whooping cough, smallpox, itch, mumps and the common cold. The book is one of the best arguments for a school health program yet published.

THE TAX RACKET. By Ray E. Untereiner. Philadelphia: J. B. Lippincott Company, 1933. Pp. 162. \$1.

It is to be regretted that the publishers considered it necessary to use a jazz title for this interesting volume by a specialist in public finance on the faculty of the California Institute of Technology. The treatment is broad and general and presents a good picture of the field of taxation if we accept, as the author apparently does, the assumption of a continuity of past practices and economic conditions. It must be observed, however, that other and more rational social schemes of taxation should be considered paralleling this study.

ART EDUCATION. By Walter H. Klar, Leon L. Winslow and C. Valentine Kirby. Springfield, Mass.: Milton Bradley Company, 1933. Pp. 422. \$2.50.

A textbook for teachers and supervisors of art and for principals, this volume sets up three general objectives for consideration in the field: (1) information, (2) appreciation and (3) expression. It provides also for a general integration of the subject with other curricular aspects. The book should be valuable to all supervisors, principals and curriculum specialists. Changing environmental conditions will gradually force public schools to greater emphasis on activities of this nature. A forward looking book!

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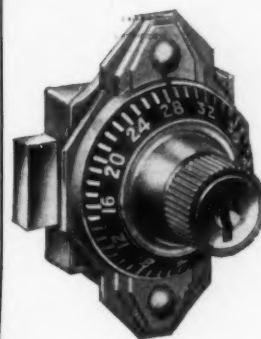
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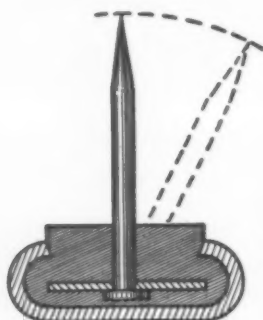
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READER OPINION

An Educator Answers a Layman

Editor, The NATION'S SCHOOLS:

When I started reading Mr. Hewson's article in the January NATION'S SCHOOLS I expected him to tear into education and pedagogues with such ferociousness that there would be nothing left to salvage when he got through. However, what he has really done is to state an appraisal of education that thousands of pedagogues have longed to see a reality these many years. Mr. Hewson starts with a criticism of present day educational costs, but comes through with a suggested educational program that would entail double the present expenditures for public education.

Mr. Hewson's aim of public education is beautifully and ideally stated, but it cannot be realized with the limited funds pedagogues are allowed to spend. One cannot "develop boys and girls of the land into intelligent, competent citizens with definite purposes and aims arising from personalities made aware of themselves by a well rounded development of their potentialities" unless many, many more dollars are invested in the undertaking.

To realize Mr. Hewson's aim of education—and it is an excellent one—every school would have to have possibly twice the teaching personnel now provided. Classes would need to be cut in two. Every teacher would have to be a superior teacher. Adequate provision would have to be made for individual differences. Guidance experts would be needed. A choice of subject matter as varied as the variations of the pupils would need to be provided. All of this would necessitate a tremendous investment in teaching equipment—libraries, laboratories and shops.

In the crowded school environment brought about by decreased revenues it is hardly possible for a school to "lay a broad foundation in the pupil's mind for a sound, well rounded, questing philosophy of life which will develop individuality and initiative and will accept the pronouncements of others only after an examination and analysis have proved the teaching offered sound." It could not be done even if all the subjects Mr. Hewson bemoans were taken out of the curriculum and the subjects he suggests put it, unless adequate expert teaching personnel and adequate library facilities were provided. The modern trend in education is back to the fundamentals and not toward the high aims Mr. Hewson suggests.

I agree heartily with most of Mr. Hewson's suggestions for I believe the social and physical sciences are more worth while in leading a pupil into an understanding of the modern world than are foreign languages. I doubt, however, that a graduate can go out of any high school with the appreciation of philosophy that is suggested.

So far as grading is concerned the pedagogue is arriving, possibly more than Mr. Hewson suspects. Modern educational tests and measurements, modern educational guidance and modern pupil accounting systems are making it possible to place examinations "on a basis that stamps unmistakably the results submitted for grading with individuality and personality of the individual pupil."

The pedagogue stands ready to do what Mr. Hewson suggests. But it cannot be done so long as public and legislative bodies demand that educational opportunities be limited to the cheapest possible offering. The old, fundamental subjects are the cheapest from the standpoint of instructional costs. They will remain the major consideration as long as the cry of politicians and laymen is "back to the fundamentals."—R. S. Proctor, County Superintendent of Schools, New Bern, N. C.